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Haverford College



C A T A L O G • 1 9 7 2 - 7 4

"I SUGGEST that you preach truth and do righteousness as you have been taught, whereinsoever that teaching may commend itself to your consciences and your judgments. For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle, no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one iota of the moral freedom of your consciences or the intellectual freedom of your judgments."

*President Isaac Sharpless,
Commencement, 1888*

STATEMENT OF PURPOSE

Haverford College seeks to prepare men for lives of service, responsibility, creativity, and joy, both during and after college.

The College shares with other liberal arts colleges of academic excellence:

- a commitment to open inquiry by both its students and faculty, combined with rigorous appraisal and use of the results of that inquiry
- an emphasis on a broad education in the natural and social sciences, the humanities, and the arts, combined with strong competence in at least one field of the student's choosing
- an educational program that aims more at preparing men to think and act clearly, boldly, and humanely in whatever life work they choose than at training for specific professional careers.

The College's distinctive character comes from its striving for:

- candor, simplicity, joy, and moral integrity in the whole of college life in keeping with Haverford's Quaker traditions
- a harmony for each man among his intellectual, physical, social, esthetic, and spiritual concerns
- a creative use of smallness that places students in the closest contact with dedicated scholars in the pursuit of knowledge
- a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the College achieve its highest aims
- a system of responsible self-government in the student body and in the faculty
- a balance for students and faculty between disciplined involvement in the world of action and detachment to reflect on new and old knowledge alike.

In sum, the College seeks to be measured, above all, by the uses to which its students, graduates, and faculty put their knowledge, their humanity, their initiative, and their individuality.

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The contents of this catalog are designed to cover a two-year period, 1972-74. A supplement containing updated information will be issued in the fall of 1973. Additional current information is available at any time from the appropriate college office; please see the correspondence directory at the back of this catalog.

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Sept.

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College days in **BLACK**

Haverford College

CALENDAR 1972-1973

Freshmen arrive	Sun. 3	
Other new students and returning students arrive	Tue. 5	
All student academic course registration to be completed by	5:00 p.m., Wed. 6	S
Upperclassmen register for Physical Education courses	Tue. 5 and Wed. 6	E
Opening Collection	8:00 p.m., Wed. 6	P
First semester classes begin	Thu. 7	T.
First faculty meeting	4:15 p.m., Thu. 7	
Last day for changing courses	Thu. 21	
Last day for dropping a course without penalty	Thu. 5	
Last day to request no-numerical-grade option	Thu. 5	O
End of half semester courses	Thu. 19	C
Fall Vacation	Begins 4:00 p.m. Fri. 20th & ends 8:30 a.m. Wed. 25	T.
Fall term Physical Education courses end	Fri. 3	
Registration for Winter term Physical Education courses—Mon. 6 through Thu. 9		N
Swarthmore Day (no classes)	Sat. 11	O
Thanksgiving Vacation—		V.
Begins 4:00 p.m., Wednesday 22nd and ends 8:30 a.m. Mon. 27		
Registration for Spring Semester (academic courses)	Mon. 27 through Fri. 1	
Midyear examination schedules due in Recorder's Office	Mon. 27 through Fri. 1	
Last day of classes	Tue. 12	D
Review period	Wed. 13 and Thu. 14	E
All papers (except those in lieu of examinations) due by	4:00 p.m. Thu. 14	C.
Papers in lieu of examinations (and laboratory notebooks) due as scheduled by instructor, but not later than*	4:00 p.m. Mon. 18	
MIDYEAR EXAMINATIONS	Fri. 15 through Wed. 20	
Grades due in Recorder's Office	5:00 p.m., Fri. 5	J
Second semester classes begin	Mon. 15	A
Last day for changing courses	Mon. 29	N.
Last day for dropping a course without penalty	Mon. 12	F
Last day to request no-numerical-grade option	Mon. 12	E
Winter term Physical Education courses end	Fri. 23	B.
Registration for Spring term		
Physical Education Courses	Mon. 26 through Thu., Mar. 1	
Applications for Cope and Murray Graduate Fellowships due in the President's Office	5:00 p.m. Thu. 1	M
End of half semester courses	Fri. 2	A
Spring Vacation	Begins 4:00 p.m., Friday 9 and ends 8:30 a.m. Mon. 19	R.
Sophomore major registration cards due in the Associate Dean's Office	4:00 p.m. Fri. 6	
Registration for Fall (1973) Semester academic courses—Mon. 9 through Fri. 13		A
Applications for scholarships due in Admissions Office	Fri. 13	P
Prize competition manuscripts due in Recorder's Office	4:00 p.m. Fri. 20	R.
Final Examination schedules due in Recorder's Office—Mon. 16 through Fri. 20		
Spring term Physical Education courses end	Fri. 27	
Last day of classes	Fri. 27	
Review period	Sat., April 28 through Tue. 1	
All papers (except those in lieu of examinations) due by	4:00 p.m. Tue. 1	
Senior Comprehensive examinations	Tue. 1 through Thu. 4	
Final examinations for Seniors	Wed. 2 through 12:00 noon Tue. 8	
Final examinations for all other students	Wed. 2 through Sat. 12	
Papers in lieu of examination (and laboratory notebooks) due as scheduled by instructor, but not later than*	4:00 p.m. Tue. 8	M
Oral examinations for College Honors	Mon. 7, Tue. 8 and Wed. 9	A
Senior grades due in Recorder's Office	5:00 p.m., Wed. 9	P
Final faculty meeting	9:00 a.m. Thu. 10	R.
COMMENCEMENT	Mon. 14	
Grades due in Recorder's Office	5:00 p.m., Tue. 15	Y

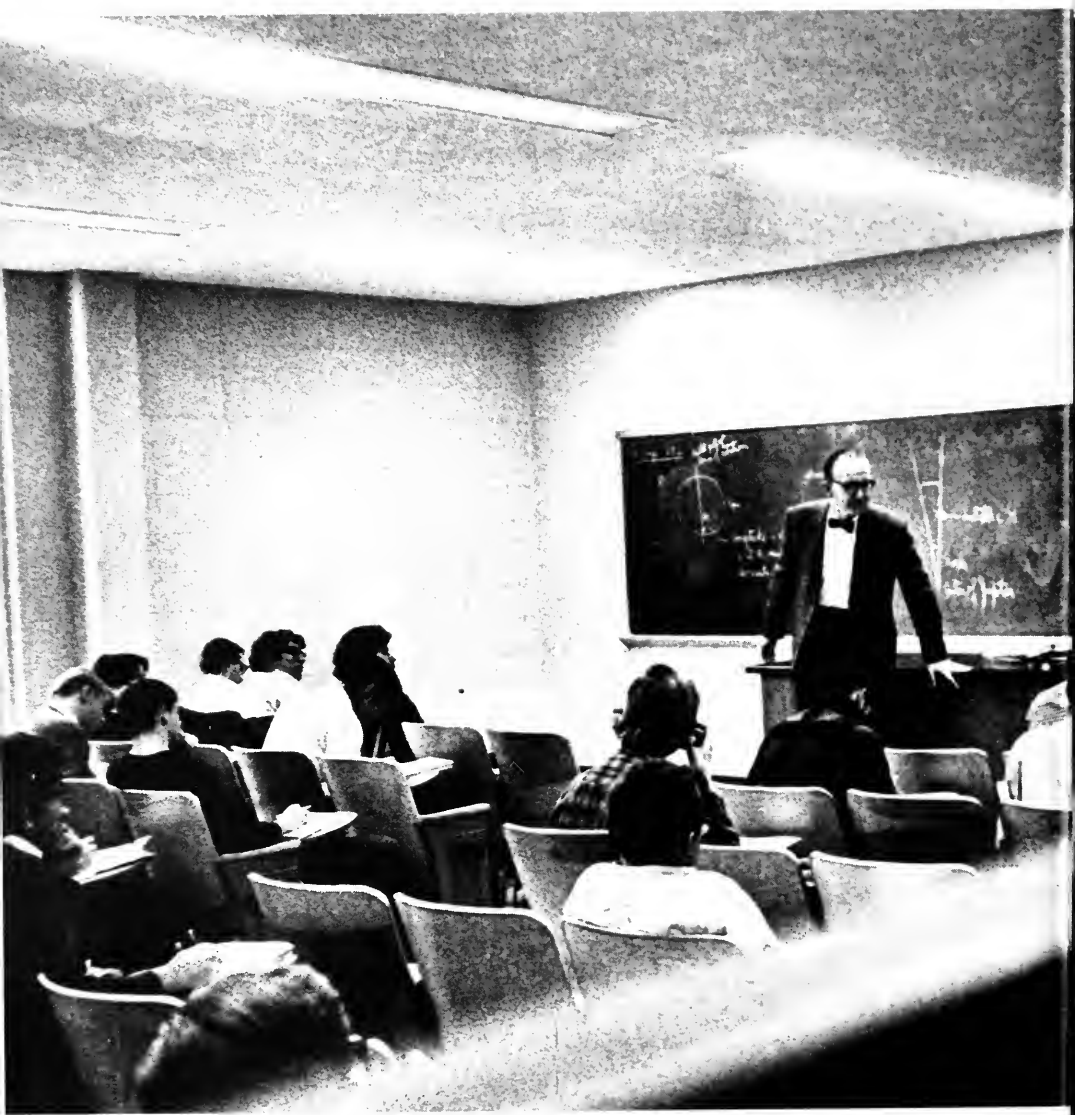
SPECIAL SATURDAY EVENTS

Parents' Day—October 7, 1972 Homecoming Day—November 11, 1972

*For severe academic penalties applied to late papers and notebooks, see p. 64.

FALL SEMESTER

SPRING SEMESTER



**FACULTY
AND
ADMINISTRATION**



FACULTY

JOHN R. COLEMAN*President*
B.A., University of Toronto; M.A. and Ph.D., University of Chicago; LL.D.,
Beaver College; LL.D., University of Pennsylvania.

EMERITI

MANUEL J. ASENSIO*Professor of Romance Languages, Emeritus*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.

HUGH BORTON*President, Emeritus*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of
Leyden; LL.D., Temple University; LL.D., University of Pennsylvania; LL.D.,
Haverford College.

WILLIAM E. CADBURY, JR.*Professor of Chemistry, Emeritus*
B.S., and M.A., Haverford College; Ph.D., University of Pennsylvania.

HOWARD COMFORT*Professor of Classics, Emeritus*
B.A., Haverford College; A.M. and Ph.D., Princeton University.

FRANCES DE GRAAFF*Professor of Russian, Emerita*
Ph.D., University of Leyden.

THOMAS E. DRAKE*Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale
University.

THEODORE B. HETZEL*Professor of Engineering, Emeritus*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and
Ph.D., Pennsylvania State University.

CLAYTON W. HOLMES*Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford
College.

ARCHIBALD MACINTOSH*Vice President and Director of Admissions, Emeritus*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.

CLETUS O. OAKLEY*Professor of Mathematics, Emeritus*
S.B., University of Texas; S.M., Brown University; Ph.D., University of
Illinois.

ABRAHAM PEPINSKY*Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.

HARRY W. PFUND*Professor of German, Emeritus*
B.A., Haverford College; A.M. and Ph.D., Harvard University.

FRANK J. QUINN*Professor of English, Emeritus*
B.A., M.A. and B.Litt., Oxford University.

ROY E. RANDALL*Professor of Physical Education and*
Director of Intercollegiate Athletics, Emeritus
Ph.B., Brown University.

- LEON H. RITTENHOUSE*Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.
- RALPH M. SARGENT*Francis B. Gummere Professor of English, Emeritus*
A.B., Carleton College; Ph.D., Yale University.
- EDWARD D. SNYDER*Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.
- DOUGLAS VAN STEERE*T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and
Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College;
L.H.D., Earlham College; S.T.D., General Theological Seminary.
- HOWARD M. TEAF, JR.*Professor of Economics, Emeritus*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.

PROFESSORS

- JOHN ASHMEAD, JR.*Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- RICHARD J. BERNSTEIN*****Professor of Philosophy*
A.B., University of Chicago; B.S., Columbia University; M.A. and Ph.D.,
Yale University.
- EDWIN B. BRONNER***Professor of History*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of
Pennsylvania.
- ROBERT H. BUTMAN*Director of Drama with rank of Professor*
on joint appointment with Bryn Mawr College
B.A. and M.A., University of North Carolina.
- JOHN R. CARY*Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- JOHN P. CHESICK*Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- BRADFORD COOK***Professor of French*
B.A., Williams College; Ph.D., Yale University.
- WILLIAM C. DAVIDON*Professor of Physics*
B.S., M.S. and Ph.D., University of Chicago.
- JOHN W. DAVISON*Ruth Marshall Magill Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of
Rochester.

**On sabbatical leave, second semester, 1972-73.

***On sabbatical leave, 1972-73.

****On leave of absence, 1972-73.

- PAUL J. R. DESJARDINS*Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- WILLIAM DOCHERTY, JR.*Professor of Physical Education*
S.B., Temple University.
- HARMON C. DUNATHAN*Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- IRVING FINGER*Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- HARVEY GLICKMAN*Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- LOUIS C. GREEN*Professor of Astronomy*
and Director of the Strawbridge Memorial Observatory
A.B., A.M. and Ph.D., Princeton University.
- MARCEL M. GUTWIRTH*Professor of French*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- A. PAUL HARE*Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A., University of Pennsylvania; Ph.D., University of Chicago.
- DOUGLAS H. HEATH*Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- HOLLAND HUNTER*Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- DALE H. HUSEMOLLER*Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
- JOHN A. LESTER, JR.*Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- ARIEL G. LOEWY*Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- COLIN F. MACKAY****William R. Kenan, Jr. Professor of Chemistry*
B.S., University of Notre Dame; M.S. and Ph.D., University of Chicago.
- SIDNEY I. PERLOE****Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.

***On sabbatical leave, 1972-73.

- WILLIAM H. REESE*Professor of Music and Director of Glee Club
and Orchestra on joint appointment with Bryn Mawr College*
A.B., Amherst College; M.A., Columbia University; Ph.D., University of
Berlin.
- EDGAR S. ROSE*Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- MELVIN SANTER*Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George
Washington University.
- ALFRED W. SATTERTHWAITE*Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- GERHARD E. SPIEGLER*Provost and Professor of Religion*
D.B., M.A. and Ph.D., University of Chicago.
- JOHN P. SPIELMAN, JR.**Professor of History*
B.A., University of Montana; M.A. and Ph.D., University of Wisconsin.

ASSOCIATE PROFESSORS

- THOMAS A. BENHAM*Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- THOMAS J. D'ANDREA*Associate Professor of Psychology*
B.A. and Ph.D., University of Minnesota.
- ROBERT M. GAVIN, JR. *Associate Professor of Chemistry*
B.A., St. John's University; Ph.D., Iowa State University.
- LINDA G. GERSTEIN*Associate Professor of History*
B.A. and M.A., Radcliffe College; Ph.D., Harvard University.
- DANIEL J. GILLIS***Associate Professor of Classics*
B.A., Harvard College; M.A. and Ph.D., Cornell University.
- DIETRICH KESSLER*Associate Professor of Biology*
B.A., Swarthmore College; M.S. and Ph.D., University of Wisconsin.
- L. ARYEH KOSMAN*Associate Professor of Philosophy*
B.A. and M.A., University of California; Ph.D., Harvard University.
- ROGER LANE*Associate Professor of History*
B.A., Yale University; Ph.D., Harvard University.

*On sabbatical leave, first semester, 1972-73.

**On sabbatical leave, second semester, 1972-73.

- RICHARD LUMAN *Associate Professor of Religion*
A.B., A.M. and Ph.D., University of Iowa.
- WYATT MACGAFFEY *Associate Professor of Anthropology*
B.A. and M.A., Cambridge University; Ph.D., University of California, Los Angeles.
- JOHN W. MCKENNA** *Walter D. and Edith M. L. Scull Associate Professor of English Constitutional History*
B.A., Amherst College; M.A., Columbia University; Ph.D., Cambridge University.
- DOUGLAS G. MILLER *Associate Professor of Physics*
A.B., Yale University; Ph.D., University of Rochester.
- KATHRYN L. MORGAN†† *Visiting Associate Professor of Black History*
A.B., Virginia State College; M.A., Howard University and University of Pennsylvania; Ph.D., University of Pennsylvania.
- ROBERT MORTIMER *Associate Professor of Political Science and Acting Director of African Studies*
B.A., Wesleyan University; M.A. and Ph.D., Columbia University.
- R. BRUCE PARTRIDGE *Associate Professor of Astronomy on the Sloan Foundation Grant*
B.A., Princeton University; D. Phil., Oxford University.
- JAMES C. RANSOM *Associate Professor of English*
B.A., University of New Mexico; M.A. and Ph.D., Yale University.
- JOSEPH RUSSO *Associate Professor of Classics*
B.A., Brooklyn College; M.A. and Ph.D., Yale University.
- CHARLES STEGEMAN *Associate Professor of Fine Arts*
Académie Royale des Beaux-Arts, Brussels.
- JOSIAH D. THOMPSON, JR. *Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- SIDNEY R. WALDMAN *Associate Professor of Political Science*
A.B., Oberlin College; Ph.D., University of North Carolina.
- CLAUDE E. WINTNER*** *Associate Professor of Chemistry*
A.B., Princeton University; M.A. and Ph.D., Harvard University.

ASSISTANT PROFESSORS

- KATRIN T. BEAN†† *Assistant Professor of German*
B.A., Rockford College; M.A. and Ph.D., Bryn Mawr College.
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Bach. Sup., Instituto Nacional "J. M."; Ph.D., University of Pennsylvania.

**On sabbatical leave, second semester, 1972-73.

***On leave of absence, 1972-73.

††On appointment, second semester, 1972-73.

- FREDERICA W. BRIND *Assistant Professor of English*
A.B., M.A. and Ph.D., Bryn Mawr College.
- R. CHRISTOPHER CAIRNS *Assistant Professor of Fine Arts*
A.B., Oberlin; M.F.A., Tulane University.
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B.A., City College of New York; Ph.D., Brandeis University.
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- WILLIAM F. HOHENSTEIN *Assistant Professor of Sociology*
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- LAWRENCE M. JORDAN††† *Assistant Professor of Chemistry*
B.A., Rice University; Ph.D., Yale University.
- ELAINE P. MAIMON††† *Assistant Professor of English*
B.A., M.A. and Ph.D., University of Pennsylvania.
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Diplom-Psychologin, University of Munich.
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A.M., Harvard University; D. Phil., Oxford University.
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A.B., Barnard College; M.A., University of California, Berkeley.

***On sabbatical leave, 1972-73.

†††On appointment, 1972-73.

- DORIS SRINIVASAN†††.....*Assistant Professor of Religion*
B.A., Hunter College; Ph.D., University of Pennsylvania.
- ROBERT E. STIEFEL*Assistant Professor of German*
A.B., Oberlin College; A.M. and Ph.D., Harvard University.
- WALTER J. TRELA*Assistant Professor of Physics*
B.S., Brown University; Ph.D., Stanford University.

LECTURERS AND INSTRUCTORS

- HAROLD BOATRITE*Lecturer in Music*
D.Mus., Combs College of Music.
- DOROTHY V. BOREI†††.....*Instructor in History*
B.A., Lycoming College; M.A., State University of New York, Binghamton.
- RAMÓN GARCÍA-CASTRO*Instructor in Spanish*
B.E., University of Chile; A.M., Harvard University.
- DOUGLAS A. DAVIS†††.....*Instructor in Psychology*
A.B., University of Minnesota.
- E. DANIEL LARKIN*Instructor in Religion*
B.A., Haverford College; M.A., University of Chicago.
- SLAVICA S. MATAČIĆ†††.....*Lecturer in Biology*
M.S. and Ph.D., University of Zagreb.
- GLENN A. MCCURDY†††.....*Instructor in Fine Arts*
B.A., Haverford College.
- VIVIANNE T. NACHMIAS†.....*Lecturer in Biology*
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.
- WILLIAM PAUL†††.....*Visiting Lecturer in Humanities*
B.A., Columbia College; M.A., Columbia University.
- JOANNE S. TRIMBLE†††.....*Instructor in Mathematics*
B.S., Valparaiso University; M.S., Purdue University; Ph.D., University of Pennsylvania.
- PAUL E. WEHR†.....*Lecturer in Sociology*
B.A., University of Connecticut; M.A., University of North Carolina; Ph.D., University of Pennsylvania.
- ADOLPHUS L. WILLIAMS, JR.*Lecturer in Political Science*
B.A., Virginia Union University; L.I.B., University of Virginia.

†On appointment for first semester, 1972-73.

†††On appointment, 1972-73.

SPECIAL APPOINTMENTS

- EDWIN BETZ *Assistant in Mathematics*
A.B., Haverford College.
- JOHN E. BUTLER *Assistant in Biology*
- THOMAS DAVIS *Assistant in the Science Division*
- FRANCIS DE PASQUALE *Member of the Resident Chamber Music Group*
Cellist, Philadelphia Orchestra; Member, De Pasquale Quartet.
- JOSEPH DE PASQUALE *Member of the Resident Chamber Music Group*
Diploma, Curtis Institute of Music; Violist, Philadelphia Orchestra; Member,
De Pasquale Quartet.
- ROBERT DE PASQUALE *Member of the Resident Chamber Music Group*
New School of Music; Violinist, Philadelphia Orchestra; Member, De Pasquale
Quartet.
- WILLIAM DE PASQUALE *Member of the Resident Chamber Music Group*
Violinist, Philadelphia Orchestra; Member, De Pasquale Quartet; Concert
Master, Philadelphia Orchestra for Robin Hood Dell Summer Concerts.
- SYLVIA GLICKMAN .. *Pianist in Residence of the Resident Chamber Music Group*
B.S. and M.Sc., Juilliard School of Music; L.R.A.M., Royal Academy of
Music.
- ELIZABETH U. GREEN *Research Associate in Biology*
A.B., M.A. and Ph.D., Bryn Mawr College.
- MARY HOXIE JONES *Research Associate in Quaker Studies*
A.B., Mount Holyoke College.
- LOUISE G. ONORATO *Laboratory Instructor in Biology*
B.S., Wilkes College; M.S., Temple University.

APPOINTMENTS UNDER SPECIAL GRANTS

- CAROLYN VON ALLMEN *Research Assistant in Biology*
B.A., Skidmore College.
- MABEL M. CHEN *Research Associate in Astronomy*
B.S., The National Taiwan University; M.A. and Ph.D., Bryn Mawr College.
- CAROL C. HELLER *Research Assistant in Biology*
B.A., Wilson College.
- ELEANOR K. KOLCHIN *Research Associate in Astronomy*
B.A., Brooklyn College.
- PHILIP J. KRAPE *Research Assistant in Biology*
B.A., University of Pennsylvania.

- PATRICIA LAVANCHY*Research Assistant in Biology*
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- CECILY D. LITTLETON*Research Associate in Astronomy*
B.A. and B.Sc., Oxford University.
- PATRICIA MARKER*Research Assistant in Biology*
- SLAVICA S. MATAČIĆ*Research Associate in Biology*
M.S. and Ph.D., University of Zagreb.
- ANN MEANY*Research Assistant in Biology*
B.A., State University of New York, Brockport.
- VIVIANNE T. NACHMIAS*Research Associate in Biology*
B.A., Swarthmore College; M.A., Radcliffe College; M.D., University of Rochester.
- URSULA V. SANTER*Research Associate in Biology*
B.S., Swarthmore College; M.S. and Ph.D., Yale University.
- SARA SHANE*Research Assistant in Biology*
B.A., Swarthmore College.
- ALLEN G. SHENSTONE*Research Associate in Astronomy*
B.S., M.A. and Ph.D., Princeton University; B.A. and M.A., Cambridge University.
- JUDITH VOET*Research Associate in Chemistry*
B.A., Antioch College; Ph.D., Brandeis University.

ADMINISTRATION

- JOHN R. COLEMAN*President*
B.A., University of Toronto; M.A. and Ph.D., University of Chicago; LL.D., Beaver College; LL.D., University of Pennsylvania.
- WILLIAM W. AMBLER*Director of Admissions*
B.A., Haverford College.
- WILLIAM F. BALTHASER*Director of Public Relations*
B.S., Temple University.
- BERTRAND F. BELL, III*Director of Alumni Relations*
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The Academic Council consists of the President as chairman; the Provost; the Associate Dean as executive secretary; three elected divisional representatives of the faculty, one to be elected yearly; and the two faculty representatives to the Board. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1972 are Mr. Waldman (Social Sciences), Mr. Partridge (Natural Sciences), and Mr. Russo (Humanities).

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(The President and Provost are ex-officio members of all committees)

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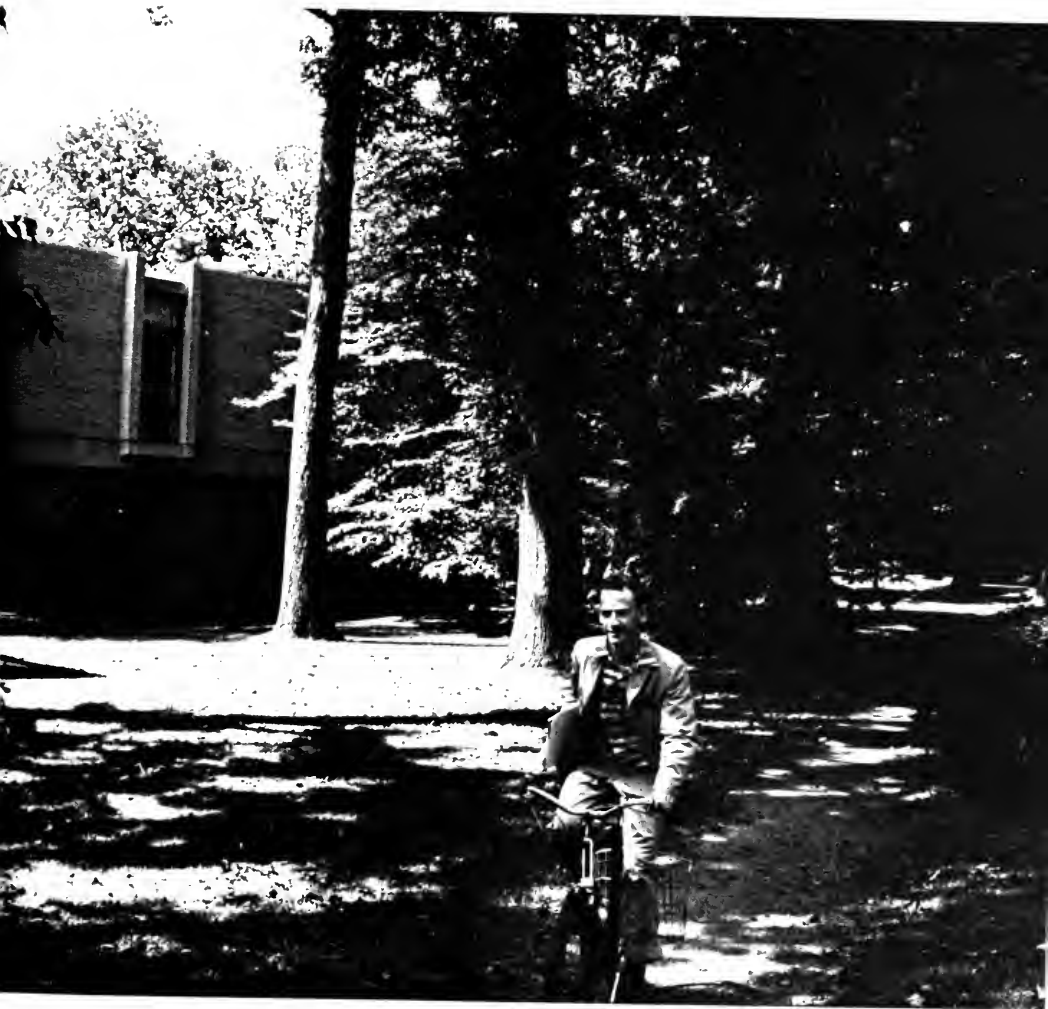
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**THE
COLLEGE
AND ITS
PROGRAM**



PURPOSE

Haverford College is dedicated to academic excellence — created in an environment of concern for the growth of individuals within the College community.

The College places strong emphasis upon a rigorous academic program. That program is flexible in form and content to meet the needs of individual students, but this flexibility assumes that the men of ability who come here will use their ability to the highest degree.

Our faculty is noted above all for its strength in teaching. These men and women are scholars who love their work and expect to transmit to students their enthusiasm and high standards in their respective fields. They are teaching at a small liberal arts college as an opportunity for creative interchange with individual students. They expect much from themselves and their students; they expect to learn as well as to teach in this close relationship with undergraduates.

We aim to utilize the full resources of the College, in and out of the classroom, to promote the personal and intellectual growth of our students. Through an ambitious program of visiting lecturers, through arts and cultural activities, through self-government and service programs, through a student-centered athletic program, and through day-to-day living on campus, we stress each man's development. We ask our students to give of themselves, even as they draw new strengths from others. The classroom and the extra-curricular world are, for us, inseparable parts of the educational environment. And we seek excellence throughout that entire environment.

Though we currently admit men only, we strive for a coeducational environment through close cooperation with nearby Bryn Mawr College. Cooperative programs include a dormitory exchange, through which Bryn Mawr students may live at Haverford and Haverford students may live at Bryn Mawr; coordinated curricula and schedules, which permit students to enroll in courses at either college without additional fees; and joint, student-run extracurricular activities, such as the newspaper and drama club.

We strive to create an atmosphere in which personal and intellectual integrity, honesty, and concern for others are dominant forces. We expect every student who studies with us to adhere to the Honor Code as it is adopted each year by the Students' Association. That code is a way of life at Haverford. The College does not have as many formal rules as most other colleges; what it has instead is something more demanding — a set of expectations about how men will govern their

affairs and conduct themselves so as to show respect and concern for others around them. We welcome students' participation in making the College still better in the future. We expect our students to contribute responsibly and considerately, individually and collectively, in the task of fashioning new programs that let us achieve our core aims of academic excellence in a humane and stimulating atmosphere.

Haverford College has strong Quaker roots. The continuing influence of the Religious Society of Friends shows most clearly in our emphasis on the interplay of the individual and the community, our concern for the uses to which men put their expanding knowledge, and our interest in educating ethical human beings and leaders. No religious activities are compulsory, and admission is open to men of all faiths. A weekly meeting on Thursday mornings (Fifth Day) is a visible sign of our communal searching, through both silence and the spoken word, for the principles by which able men can lead moral lives.

HISTORY

Founded in 1833, Haverford was the first college established in the United States by members of the Society of Friends. Our founders said they wanted to provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent." They predicted that their course of instruction in science, mathematics and classical languages would be "as extensive as given in any literary institution in this country."

And so it has been.

They built their new school (one solid, stone structure at first) in the center of the rolling farmland west of Philadelphia — in the Welsh Tract, a large area originally set aside by William Penn for Quaker immigrants from Wales. A British gardener was brought over to landscape the grounds. His work remains today on Haverford's beautiful 216-acre campus. At first the new institution, called Haverford School, was open only to Quakers. In 1847 non-Quakers were admitted. In 1856 the school became Haverford College — a degree-granting institution.

LOCATION

Geographically, we're right where our founders put us. But the area has changed considerably since 1833. Today, Haverford is in

the heart of Philadelphia's verdant Main Line suburbs, just 10 miles west of the city. Center-city, with its urban advances and challenges, is only 20 minutes away. The area offers extensive cultural, scientific, commercial, and industrial facilities. Within a half-hour drive from our campus there are some 20 other colleges and universities. Transportation is good. The Penn-Central Railroad's Haverford station is a brief walk from our campus. For auto traffic, we front on U. S. Route 30, Lancaster Pike, just a few miles south of the Pennsylvania Turnpike. By train, we're two hours from New York City and three hours from Washington. Philadelphia International Airport is a half-hour expressway drive.

Yet the campus remains the park-like, peaceful, natural setting that the first students found in 1833. The years have only matured the plantings and increased the beauty. We have improved things here and there. Our Edward Woolman Arboretum and Nature Walk, combining beauty and botany, for example, was created by an alumnus of the class of 1893 who initiated the project with a generous donation, spent some 15 of his last years working on the walk — often with his own hands — and then left a bequest to finish the job.

RESOURCES

LIBRARY: The library was planned and developed to provide intellectual resources needed to sustain our academic curriculum. Over the years, the faculty has selected the majority of the volumes. Most books are on open shelves accessible to students for almost 100 hours each week during the college year.

Through special collections we provide opportunities for independent research in several fields, notably Quaker history. Independent study in the social sciences is aided by our Government Depository and International Documents Collections. And there are other collections of manuscripts, orientalia and Renaissance literature. These special collections are described later in this section.

The library currently holds about 290,000 volumes and receives some 1,750 periodicals and serials. It is an academic library, planned and operated for our students and faculty; but alumni and members of the Library Associates also are welcome guests.

The library building was constructed in several stages. The first portion of the Thomas Wistar Brown Library was built in 1864. Successive additions were made; and in 1968 we constructed the large, connected James P. Magill Library, named for a member of the class

of 1907. As part of the Magill Library project, the older adjoining structure was thoroughly renovated and air-conditioned.

The library now has about 73,000 sq. ft. of floor space, six levels, shelf space for 500,000 volumes, seating capacity for 500 persons, and a fire-proof vault, with controlled temperature and humidity, for rare books and manuscripts. There are 260 study carrels. Thirty are enclosed and reserved for faculty, and the rest are for students. Of those, 24 are soundproof for students who want to use typewriters in the library. Special reading and work areas include the following:

The Borton Wing, named for Hugh Borton, class of 1926, former president of Haverford College, contains the **Harvey Peace Research Room** and the vault for rare books and manuscripts.

The Crawford Mezzanine provides writing and study tables for 44 students. It honors Alfred R. Crawford, class of 1931, former vice president of the college.

The Gummere-Morley Room, a browsing room, is in memory of Professors F. B. Gummere, class of 1872, and Frank Morley, Sr.

The Hires Room, named for Harrison Hires, class of 1910, and Mrs. Hires, is an audio room offering both discs and tapes.

The Rufus M. Jones Study, a reconstruction of a room in Rufus Jones's home, contains his books and furniture. Jones, a noted Quaker philosopher, Haverford alumnus and teacher (class of 1885), spent almost 60 years on our campus.

The Microforms Room is equipped with microfilm, microfiche, and microcard readers plus microfilm files of *The New York Times*, the *Philadelphia Public Ledger* and *Landmarks of Science*.

The Christopher Morley Alcove serves as a browsing area and contains exhibits and collections of the writings of Christopher Morley, a member of the class of 1910.

The C. Christopher Morris Cricket Library and Collection is a handsome room housing material on the history of cricket, with special emphasis on the sport at Haverford College and in the Philadelphia area.

The Philips Wing was renovated in 1952 and named in honor of one of our principal benefactors, William Pyle Philips, class of 1902. This wing is used as a special reading room for semi-rare books and periodicals.

The Sharpless Gallery was named in honor of Isaac Sharpless, president of Haverford from 1887 to 1917, and furnished by the class of 1917. Portraits of presidents of the College hang there, and exhibit cases display material from the library collections.

The Strawbridge Seminar Room is used for seminars and committee meetings.

The Treasure Room, provided through the generosity of Morris E. Leeds, class of 1888 and a former chairman of the board of managers, contains part of the Quaker Collection. Staff offices and research facilities for visiting scholars are provided in the Treasure Room and Borton Wing.

Special libraries are maintained in Stokes Hall for chemistry, physics, and mathematics; in Sharpless Hall for biology; and in the Music Center in the Haverford Union for music.

We have nine major special collections: The Quaker Collection, the Tobias Collection of the Writings of Rufus M. Jones, the Rufus M. Jones Collection on Mysticism, the Charles Roberts Autograph Letter Collection, the French Drama of the Romantic Period Collection, the Christopher Morley Collection of Autographed Letters, the William Pyle Philips Collection, the Harris Collection of Ancient and Oriental Manuscripts, and the Lockwood Collection of Works on the Renaissance.

The Quaker Collection began in 1867 when the board of managers decided to gather "an important reference library, especially for works and manuscripts relating to our own Religious Society." At that time, the library already contained many Quaker books and manuscripts, including the "Letters and Papers of William Penn."

Today, the Quaker Collection is a major repository for both printed and manuscript material about the Society of Friends. Its 25,000 books include more than 4,000 volumes printed before 1700. The nucleus of these early works is the William H. Jenks Collection of Friends Tracts, containing 1,600 separately bound titles, mostly from the 17th century.

There are several thousand pamphlets and serials in our nearly complete set of bound volumes of Quaker periodicals. In addition, we have a magnificent collection of Yearly Meeting minutes. The Quaker Collection's 95,000 manuscripts, documents, maps and pictures include the journals of about 700 important Friends, the papers of leading Quaker families, Meeting records, archives of Quaker organizations, and material on Friends' relationships with Indians.

Through gifts and purchases, we add to the Quaker Collection constantly. We especially welcome gifts of family papers, books and other material related to the history of Friends. On request, the librarian will send a brochure giving more information on the Quaker Collection.

The Rufus M. Jones Collection contains 1,360 books and pamphlets on mysticism published between the 15th century and the present.

The Tobias Collection includes practically the complete writings of Quaker philosopher Rufus Jones. There are 325 separate volumes and eight boxes of pamphlets and extracts. Jones's personal papers, also kept at Haverford, generally are available to scholars.

The Roberts Collection contains more than 20,000 manuscript items such as a complete set of the signers of the Declaration of Independence and letters of famous authors, statesmen, educators, artists, scientists, ecclesiastics and monarchs. It also includes valuable papers on religious, political and military history.

The French Drama Collection was given to the College by William Maul Measey. It consists of several hundred popular plays produced in Paris between 1790 and 1850.

The Morley Collection comprises about 1,000 letters and memoranda selected by the late author, Christopher Morley, from his correspondence files. There are autographed letters from more than 100 contemporary authors. Morley was born on our campus.

The Philips Collection primarily consists of rare books and manuscripts, mostly of the Renaissance period. Among the Philips treasures are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton and the four folios of Shakespeare. It also contains a second complete set of letters by the signers of the Declaration of Independence.

The Harris Collection has more than 60 Hebrew, Latin, Arabic, Syriac and Ethiopian rolls and codices collected by J. Rendel Harris.

The Lockwood Collection consists of some 3,000 volumes of works on the Renaissance gathered and given to us by Dean P. Lockwood, librarian from 1920 to 1949.

The offerings of our library are widened by affiliations. For example, we maintain a cooperative arrangement with nearby Bryn Mawr and Swarthmore colleges. The library facilities of each college are open to faculty and students of all three schools. The Philadelphia Bibliograph-

ical Center and Union Library Catalogue — the largest regional cooperative catalog in America — enables users of our library to locate books in more than 200 Philadelphia-area libraries.

ACADEMIC BUILDINGS: The one solid, stone structure we started with in 1833 cost \$19,251.40. It's still here. Now it is called Founders Hall, but for years it was just known as "The College." Today, it houses mostly administration and faculty offices. Since Founders Hall went up, more than 20 major buildings and over 35 lesser structures have been constructed on campus. Most are shown on the campus map at the rear of this catalog. Many are the homes of faculty members, most of whom live on or near the campus.

The major classroom and laboratory buildings are Chase Hall, the Strawbridge Memorial Observatory, the Haverford Union, Drinker Hall, Stokes Hall, Sharpless Hall, the Lyman Beecher Hall Building and Yarnall House.

Hilles houses the computing center and the business office.

Stokes is the home of the physics, chemistry, and mathematics departments. It has classrooms, laboratories, offices, a 205-seat auditorium, and our science library with space for 20,000 volumes.

Sharpless contains the biology and psychology departments—mainly classrooms, offices and laboratories.

Hall Building contains an African-studies room as well as a permanent display of primitive art. It also houses classrooms and offices.

The Haverford Union houses the music department, record collection, music library, practice facilities, classrooms, and offices.

Drinker houses the English Department offices and classrooms.

SCIENCE FACILITIES: We are equipped for teaching and research in modern nuclear and atomic **physics**. There are six general physics laboratories for course work, seven specialized laboratories for student-faculty research, and two rooms used exclusively by seniors for their major projects. Our physics equipment includes: an X-ray unit for powder diffraction work, a doubly shielded room for work with electromagnetic radiation, lasers, multi-channel pulse-height analyzers, a PDP-9 computer, and equipment for the study of low-temperature phenomena down to 1°K.

Our **chemistry** facilities enable students to use sophisticated instrumentation extensively at all levels of study. There are five laboratories for course work, an instrument room, specialized-equipment rooms, and six laboratories in which students conduct research projects jointly with the faculty. Chemistry equipment available for routine use by students includes: a Varian A 60 nuclear magnetic resonance spectrometer; a C. E. C. 21-620 mass spectrometer; a Packard Tri-Carb liquid scintillation spectrometer for use in radioactive tracer studies; Cary 118 and Hitachi-Perkins-Elmer 124 visible and ultraviolet scanning spectrometers, and two F. & M. research gas chromatographs. Departmental computing facilities include a Wang 720B advanced programmable calculator with a 701 output writer and a 703 paper tape editor. The X-ray laboratory is outfitted with a Picker multifocus X-ray generator, an Enraf-Nonius integrating precession camera, and associated apparatus which students can use in their projects to determine molecular structures. In addition to these major items, there are simpler spectrophotometers and simpler apparatus for work with radioactive tracers. The physical-chemistry laboratory equipment includes a Bausch and Lomb grating spectrograph, six high-vacuum systems, bomb and microcalorimeters, and a variety of high precision electrical and electronic apparatus. Mettler single-pan balances and ground-joint glassware are used in all instructional laboratories. We have a glass-blowing shop and a science-division machine shop. In addition, Haverford students may use facilities at Bryn Mawr College.

Grants from the National Science Foundation may be available to our chemistry students who wish to participate in summer research projects at Haverford.

Haverford is well equipped for the study of modern molecular **biology**. In Sharpless Hall, two of the floors devoted to biology house a large freshman-sophomore laboratory and a junior laboratory equipped to handle all aspects of cell biology. One of these floors also has animal rooms and shops for glass-blowing, woodworking and metalworking. The third biology floor is where senior students work with their professors on joint research projects. There are several constant-temperature rooms, ultracentrifuges, a high-resolution electron microscope, spectrophotometers, liquid scintillation counters, an automatic amino-acid analyzer and high voltage electrophoresis machines.

Psychology has the top two floors of Sharpless Hall, containing animal quarters, an animal laboratory with sound-proofed and electronically controlled experimental rooms, a set of individual animal- and

human-research rooms, a perception laboratory, a social-personality observation laboratory with one-way mirrors, and a shop. All the laboratory rooms are wired to a central control panel, permitting us to create complex communication and control patterns. We also have a physiological-psychology room for animal work.

The **Observatory** contains: a 10-inch, f/15 refractor; several smaller telescopes; a meridian circle; a zenith telescope; a spectrohelioscope; an astrographic mounting with a 4-inch guide telescope and two 4-inch f/7 cameras, one corrected for blue wave lengths, the other corrected for red; a radio telescope equipped with a 4-foot dish and operating at a wave-length of 1.5 cm.; a Grant comparator with x- and y-traverse and automatic position and density recording; various smaller instruments and our astronomical library of some 3,000 bound volumes.

COMPUTING CENTER: We maintain on campus an \$800,000 computing center used mainly for student instruction and for faculty and student research.

The unit, an IBM System/360 Model 44, has two memory units; a high-speed unit with a memory of 32,768 words and a reading speed of one million words per second, and a slow-speed unit with a memory of almost five million words and a reading speed of 39,000 words per second. We also have several key punches, a sorter, a reproducer, a tabulator and other equipment.

All computing equipment may be used by students. In addition to the usual scientific applications, our computing center also is used for work in the social sciences, the arts and humanities. A committee, with faculty and student members, supervises the computing center. Students serve on the center's operating staff.

RESIDENCE HALLS: As an integral part of our educational philosophy, we encourage students to become as involved as possible in our community life. Normally we expect students to live on campus — except for married students and those living at home. New students are notified of their housing assignments before they arrive on campus in September.

We expect students to treat college property with care; we hold a student financially responsible for any damage to his room.

About 95 per cent of the students live on campus — mostly in suites with two, three, four or six private bed-study rooms adjoining a common

living room. **Barclay Hall** houses 127 students in two-man suites, single rooms and double rooms. **Lloyd Hall** has mostly six-man suites, although there are a few two-man suites; total occupancy is 108 students. **Leeds Hall**, with 60 students, has both four-man suites and single rooms. **Gummere Hall** has two-, three-, and four-man suites plus some single rooms — 156 places altogether. **Jones and Comfort Halls** each house 61 students in three- and four-man suites plus some single rooms; each hall has a suite for visiting scholars. **Lunt Hall**, with three- and four-man suites and single rooms, holds 63 students. **Williams House**, for Spanish-speaking students, accommodates nine students. **French House** contains a faculty apartment and student quarters for 13 men; and 15 men are quartered in **“710” House**.

With the exception of Leeds Hall, built in 1955, all the College's major residence halls were built or completely renovated during the past 10 years and meet or exceed modern standards of comfort and utility.

OTHER BUILDINGS: The offices of the president, provost and admissions director are in **Roberts Hall**, a columned building that also contains a 700-seat auditorium. The admissions offices are scheduled to be moved to another campus building during 1972-73. The dean of students, associate dean of the college, recorder, conference director, development office, alumni office, public relations office and box office are in **Founders Hall**. The business office is in **Hilles**; and the **Union** building houses the bookstore, mail room, and the college radio station WHRC.

The ten-bed **Morris Infirmary** contains a clinic, an emergency treatment room, an acute-care unit, and an isolation unit for contagious diseases. It has its own kitchen and quarters for resident nurses.

We opened a new **dining center** in 1969. In 1972, we completed the first phase of a **student center**, including game room, snack bar and lounge, in the basement of the dining center. The student center complex is planned to include eventually the mail room, bookstore and offices for student activities.

ART COLLECTION: From time to time, there are temporary exhibitions of paintings, drawings and photographs on campus. At the beginning of each semester, we lend students framed reproductions of outstanding works of art to hang in their rooms. We also lend a few originals.

MUSIC: The music library contains a large collection of music scores, including the complete works of several composers. Our record collection, started with a Carnegie Corporation gift, is used for teaching and study. There are nine practice pianos on campus. In Roberts Hall, where larger concerts are held, there are a Steinway grand piano and a Schlicker pipe organ. Professional concerts add much to the college year.

ATHLETIC FACILITIES: The gymnasium, the Alumni Field House and our other athletic facilities are described later in the section on physical education.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the College, are best qualified to profit by the opportunities which Haverford offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character and personality, plus interest and ability in extracurricular activities. Applicants compete for admission to a carefully selected and comparatively small student body of approximately 725 men.

A candidate's preparatory course should include a minimum of: four years of English; three years of mathematics, including two years of algebra; three years of one foreign language, in preference to two years in each of two languages; a laboratory science; and a year in history or social studies. The candidate's personal interests dictate what additional secondary-school courses he takes in foreign language, mathematics, science, social studies and history. Most candidates will have taken honors, enriched or advanced-placement courses if offered in their school.

Each applicant must take the Scholastic Aptitude Test and three achievement tests of the College Entrance Examination Board before February of his senior year. The English Composition Test is required as one of those three achievement tests, but the candidate may choose any other two tests he wants.

The applicant is responsible for completing all arrangements to take the tests and to have the scores reported directly to Haverford. Information about them may be obtained from his school guidance officer or

from the College Entrance Examination Board, Box 592, Princeton, N.J. 08540.

A candidate for freshman admission should apply early in the senior year of secondary school. His application should be accompanied by a check or money order for \$20, drawn to the order of *Haverford College*. This application fee is not refundable. The deadline for receipt of freshman applications is January 31; all supporting credentials must be received by February 15. We begin reviewing applications in January, and complete our decisions in early April. Applicants will be notified by mid-April.

We hope the candidate will visit the campus because a visit is the best way he can learn about Haverford. Student-guided tours of the campus and interviews with a member of the admissions staff should be scheduled in advance with the admissions office. The telephone number is (215) 649-9600, ext. 223; the mailing address is Haverford College, Haverford, Pennsylvania 19041.

The admissions office is open from 9:30 a.m. to 4 p.m. on Mondays to Fridays. During the school year it is also open from 9 a.m. to noon on Saturdays. The admissions staff is not available to interview candidates in February and March, when decisions are being made.

Haverford alumni in various sections of the country have volunteered to meet prospective candidates and to give first-hand information about us. Their names and addresses can be found toward the rear of this catalog under "Alumni Representatives."

EARLY-DECISION: Well qualified candidates whose choice is Haverford are encouraged to apply for Early Decision. Early-decision candidates must take the required College Board examinations in their junior year of secondary school. We must have their application before November 1 of their senior year.

TRANSFER STUDENTS: Haverford welcomes transfer students who have strong academic credentials. In addition to filing his application, a transfer candidate must submit a secondary-school transcript on our form, the results of his College Board examinations, a college transcript, and a letter of recommendation from a responsible official of the college that he is attending. The application deadline is May 1 for September admission; decisions are usually announced in June. A few transfers are admitted in January; the application deadline for these is December 1.

FOREIGN STUDENTS: Foreign students may apply for freshman or transfer admission. Applicants must submit a regular application form and fee, results of the "Test of English as a Foreign Language" or the SAT and official transcripts, in English, of all academic work since beginning secondary school. The deadline for freshman application is January 15 (decisions announced in mid-April); transfer deadline is April 15 (decisions announced in June). A limited amount of financial aid is available.

ADVANCED STANDING: If a student is qualified, he may be permitted to omit one of the introductory courses — proceeding directly to work at the intermediate level in that subject. Some departments give placement examinations to determine a student's qualifications; other departments are less formal.

Students who have taken high-school courses under the Advanced Placement Program may take the tests in these subjects given by the College Entrance Examination Board each May. If a student does well on these tests, we may give him advanced placement, or college credit, or both.

We also may grant credit for work a student does at another college before he enters Haverford. To be considered for such credit, the student must arrange to have the transcript of that work sent to us. Under our Flexibility Program, a student can make special use of such credits.

EXPENSES

We consider a regular student to be one who takes four or more courses in a given semester, or who has been granted permission under the Flexibility Program to carry fewer courses.

The tuition charge for all regular students is now \$2575 for the academic year. For special students, tuition is currently \$386 per course, per semester. The residence fee is \$1,500 for the academic year. There is also a unit fee of \$185 per year.

These fees—tuition, residence and unit—total \$3,800 per year. We expect rising costs will force an increase for the academic year beginning in September, 1973.

The residence fee covers board-and-room charges when college is in session. This includes: heat; electric light; weekly housekeeping service; and the use of bedroom furniture, including bureau, table, chair, and a

bed (the linen for which is furnished and laundered by the College). We ask students to supply any other furniture they want, plus blankets, towels and bed-linen.

The unit fee covers the following: student activities fee: admission to the art series (entertainment and cultural events); laboratory fees; health fee; accident insurance (a maximum of \$1000 within one year of each accident); psychological tests when we require them; and a diploma.

We have three scheduled vacation recesses during the school year: fall recess, midyear (Christmas) recess, and spring recess. During the fall and spring recesses the residence halls are open but the Dining Center is closed. All residence and food facilities are closed during the midyear recess.

We also require a \$150 deposit, payable in full before the beginning of the first semester, to cover the cost of books and any other incidental charges that may arise during the school year. On January 15 this deposit is brought up to \$150 by billing the student for charges already made against it. Each student's deposit account must have a balance, on May 15, adequate to cover all final charges. If this bill, or any other indebtedness, is not paid by the end of the semester, we withhold credits for the academic work performed. Any unspent balance is refunded at the end of the academic year.

Bills are rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposit. They must be paid in full before the beginning of the semester. To avoid last minute congestion, we ask that bills be paid by mail in advance. If the fees are not paid, we won't consider the student as enrolled at the college.

When a student requires a special diet for medical reasons, and this is approved by our physician, we make a charge of \$10 weekly. This charge may be larger if the special foods are unusually expensive.

We charge freshmen \$35 to cover the cost of their orientation week, called *customs week*. (New students who are not freshmen come for the last portion of customs week and are charged a fee of \$20).

A student's official transcript normally will not be sent until all outstanding charges — fees, books, library fines and other incidental charges — have been paid.

We do not make a reduction or refund of the tuition charge after the first two weeks of any semester; but if a student withdraws before the completion of the first two weeks, we'll make a complete refund of his tuition. In case of withdrawal or absence because of illness, a full refund

of the room-and-board fee cannot be made because overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness for four weeks or more, we'll make a partial refund of the room-and-board fee in the amount of \$25 for each week of absence. We do not refund the unit fee for any reason.

COLLEGE RESPONSIBILITY: The college is not responsible for loss because of fire, theft, or any other cause. Students who want any type of insurance can get information at the business office.

MONTHLY PAYMENTS: Students who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges of financing, may be obtained from our business office.

FINANCIAL AID

For its size, Haverford traditionally has had comparatively large endowment and trust funds. The income from these investments, plus annual gifts from alumni and other friends, allow us to maintain high educational standards and to underwrite a substantial financial-aid program at the same time. But it costs increasingly more to provide a quality liberal education. The body of knowledge expands; new programs are required; expenses in general mount; and we constantly seek new endowments and trusts.

In total, it costs over \$8,000 per year to give one student a Haverford education with its low student-faculty ratio, its individual instruction by highly qualified teachers and its modern laboratory and library facilities. Fortunately, the student is never required to pay the full cost. Our endowment and other funds underwrite a large portion of the expense. As a result, each student, whether he receives formal financial aid or not, starts out at Haverford with about 55 per cent of the total costs of this education paid. Through his tuition and other fees, the student pays the remaining 45 per cent.

The college has many ways to help students who can't meet their expenses. More than 35 per cent of our students receive formal financial aid from the college, and another 10 per cent receive financial aid from other sources. In short, more than 45 per cent of our students get financial help — almost half the student body.

We emphasize that no able student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

The financial aid program—which includes scholarships, loans, and jobs—is administered by a committee composed of the director of financial aid as chairman, the director of admissions, the associate dean and the dean of students. Aid is awarded on the basis of merit and need. Although no aid is awarded for more than one year, it is our practice to continue a student's aid if his academic and personal record is satisfactory and his need continues.

Aid is not granted to a student whose previous college bill has not been paid in full.

New students requesting aid must file a Parents Confidential Statement with the College Scholarship Service at the appropriate CSS office before January 15th. The applicant can get the CSS form from his school guidance officer or directly from CSS at Box 176, Princeton, N.J. 08540.

Students who are enrolled at the college and who need aid must file applications with the director of financial aid before April 15.

Further details about financial aid may be obtained from the director.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and to understand, to make sound and thoughtful judgments. The requirements for the degree encourage the exercise of these skills in each of the broad fields of human knowledge, and a fuller development of them in a single field of concentration.

GUIDELINES FOR LIBERAL EDUCATION

In its original meaning "liberal" was applied to those arts and sciences that were considered worthy of a free man, as opposed to "servile" or "mechanical" disciplines. "Liberal education" has persisted as an ideal which is not only worthy of a free man but is the means of liberating and freeing man by providing him with an understanding and appreciation of the tradition that has shaped him and the social and natural world in which he lives.

The purpose of these guidelines is to help the student in planning a course of study at Haverford. The student should realize that there are many different types of educational experiences that can take place at an institution such as Haverford. Each student has a great deal of freedom and responsibility in planning his course of study at Haverford. It is expected that, with the help of his advisor, a course of study will be planned which will be designed to meet the individual's particular interests, educational background, and intellectual strengths and weaknesses. While there are disagreements about everything that a liberal education ought to include, there is a consensus concerning its general shape.

1. Written and oral communication. One of the most difficult and important skills is the art of writing and speaking lucidly and coherently. A student will discover that there are few areas of human knowledge that he can explore in depth unless he has perfected his ability to write and speak effectively. These skills will be stressed in the program of Freshman Seminars and Freshman English. A student who is weak in the skills of verbal communication is well advised to take courses which pay greater attention to training in this art.

2. Foreign language. The mastery of a foreign language, ancient or modern, can not only deepen the student's appreciation of his own language but can increase his sensitivity and understanding of the nature of language and can enable him to gain a far more intimate understanding of different cultures. Since many Haverford students continue their education in graduate school, a student ought to know that many graduate programs require a reading knowledge of at least two foreign languages.

All students are required to take at least one year of foreign language study at Haverford unless they can satisfy their language requirement by examination. But a student who starts the study of a foreign language at Haverford should realize that a single year of study is insufficient to achieve minimal competence in reading or speaking. While not required, all students are strongly advised to plan to take two or more years of formal language study.

3. Mathematics. One remarkable feature of contemporary intellectual evolution is the diverse ways in which almost all areas of human knowledge have been influenced by the development and application of mathematics. Increasingly, mathematics is having an important effect on many areas of the humanities and social sciences. It is becoming a language and a tool needed for serious inquiry and understanding of almost any area of human knowledge.

4. **Humanities, social sciences, and natural sciences.** The student should realize that this division of the areas of human knowledge is a relatively recent development. Some fields that are now considered parts of the social sciences were once considered to belong to the humanities, just as the natural sciences were once considered parts of natural philosophy. A primary reason for distinguishing these divisions is that they do exhibit different emphases, approaches, techniques, basic concepts, and problems. It is expected that every student at Haverford will acquire elementary acquaintance with the distinctive approaches, concepts, and contributions represented by the humanities, social sciences, and natural sciences. This does not mean that students *must* gain a survey knowledge of these three areas. Rather, it is expected that every student will be able to write and speak effectively about some aspect of these areas which will display his appreciation for distinctive approaches represented by these areas of human knowledge.

In planning his course of study a student should keep these aims in mind. Normally students may achieve these aims by taking courses from the three divisions of the College. But simply receiving a passing grade in a course is not necessarily sufficient, of itself, to achieve this basic mastery. A student should view his courses as only one means for achieving the mastery expected by the College; he should take advantage of other educational means to achieve a knowledge of the humanities, social sciences, and natural sciences.

FRESHMAN PROGRAM

Each freshman is required to take a Freshman Seminar and Freshman English. In most cases the teacher of the fall semester course, either Freshman Seminar or Freshman English, will also be the student's advisor. A tentative selection of courses is accomplished by the freshman and his advisor during the orientation (Customs) week. Every effort is made by the advisor and others (including the Associate Dean, the Dean of Students, his assistant, the counselors, admissions officers, and Customs men) to facilitate mutual adaptation between the freshman and the College. It is anticipated that freshmen will "try out" a variety of courses in the first few days of classes and that considerable course shifting will occur. A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

The freshman will be helped to plan a course of study for his first four semesters, taking into account the "Guidelines for Liberal Education."

During the spring of his freshman year he will participate in a conference intended to help him evaluate his progress and program (see below).

Freshman Seminars

The program of Freshman Seminars is intended to give the student an exciting and unique educational experience in the first year of his college education. While it is generally accepted that students should have the chance to experiment with interdepartmental seminars and individual projects at an advanced level, the freshman seminar program is designed to make these opportunities available to the freshman.

Freshman Seminars are not intended to be formal introductions to the various departments of the College. They are taught by members of all divisions of the College, and have interdisciplinary approaches.

The themes of the seminars represent vital concerns of the faculty and have been designed to meet a variety of intellectual interests of the incoming freshman.

The faculty hopes that each student will expose himself to areas of knowledge and ways of thinking which may be new to him and which may change altogether his ideas about desirable areas of specialization. Since it is important that this diversified experience be gained early, the faculty strongly recommends that the other three courses in each of the freshman semesters be in three different departments. Sophomores normally will not be permitted to take more than two courses in the same department in any one semester. The Committee on Student Standing and Programs will exercise general supervision over unusual combinations of courses.

The courses open to freshmen are generally numbered below 200. If he is qualified, a freshman may be permitted by the department concerned and by the Associate Dean to take more advanced courses.

FRESHMAN CONFERENCE*

In the spring of his freshman year, each student will be required to participate in a Freshman Conference. The purpose of the Conference is to advise the student through a review and evaluation of his performance and future study plans.

*This applies to the Class of 1974 and those following.

The Conference consists of a discussion of circa 75 minutes. In preparation, all participating students must prepare an essay describing their current intellectual position and submit a justified plan for their future course of study. In addition, students may present one example of what they consider to be their own best work.

By the end of the first semester each freshman and his advisor must draw up a two-year study plan keeping in mind the "Guidelines for Liberal Education." A copy of this plan must be filed with the Associate Dean for inclusion in the student's record. Study plans substantially at variance with the "guidelines" must be justified in writing by the advisor. Subsequent substantial departures from the plan of study require a written explanation by the advisor to be submitted to the Associate Dean.

Conference committees normally consist of two faculty members and two seniors representing the different divisions of the College. Where possible, the student's advisor will be a member of the Conference Committee.

Conference committees may simply approve a student's performance and study plans, or may approve of his performance but suggest changes in his plan of study, and/or require the student to repeat the Conference in his sophomore year. Committees will discuss their assessment with the student present and participating. A written version of each student's assessment will be filed with the Recorder who will transmit copies to the student and his advisor before registration for the following semester.

A copy will also be placed in the student's College record, but it will not become part of his transcript.

BACHELOR'S DEGREE

To graduate from Haverford College a student must complete successfully the equivalent of four years of academic work, a minimum of 32 semester courses (see below) and five terms of work in physical education taken in the first two years.

A student must include among the 32 courses required for the degree, one freshman seminar and one semester of Freshman English in his first year. He must also participate in a Freshman Conference (see above).

To avoid undue specialization the College requires that 19 courses be passed in departments outside the student's major. Classics majors and students with double majors automatically satisfy this requirement.

A course cannot be used to satisfy a major department requirement for the degree if the grade is below 65.

A degree candidate must also meet the standards of his major department in work designed to provide, in his senior year, a synthesis and evaluation of his work in the department.

Each student is accountable to himself and to the College (through the Committee on Student Standing and Programs) for the use to which he puts his talents and the resources of the College. This means that a student who is passing may be dropped and one who is failing may be permitted to continue. Although he may be permitted to continue at the College by the Committee on Student Standing and Programs, a student who fails to pass at least eight semester courses will be considered academically deficient, as will one who barely passes his courses in any semester beginning with his sophomore year.

Through the Academic Flexibility Program described later, a student may introduce variations in programs to meet his particular needs.

The degree conferred upon candidates meeting the requirements is that of Bachelor of Arts, or, upon request from students majoring in the natural sciences or mathematics, Bachelor of Science.

Course Load

A normal course load for each semester is considered to be four courses. Any student is free to take more than the number of courses required for the degree, but to take more than five at one time he must have had a sufficiently strong record the preceding semester, as judged by the Associate Dean. To take fewer than four courses in any semester, a student must secure the approval of the Committee on Student Standing and Programs, with the exception that he may take three and one-half courses in one semester providing he takes four and one-half in the other.

Course Intensification

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with the approval of his advisor, a student may register, with the instructor's permission, for double credit in one course and, in unusual cases, in

more than one. In a double-credit course, the student undertakes an approved program of independent study in conjunction with a regular course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects, and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases a student may apply to the Committee on Student Standing and Programs for permission to pursue a reduced program without enrolling in a double-credit course.

Foreign Languages

In order to graduate, a student whose native language is English must complete one year of a foreign language at Haverford or two years' work by qualifying examination.

At the time a student is admitted to a department his major supervisor, in consultation with the student and his language instructors, will decide whether the student's projected upperclass work and special interests require him to pursue additional language study, and if so, what study is required.

Non-Academic Requirements and Electives

In addition to the semester courses of academic work required, five terms of non-academic work in physical education are required of each student during the freshman and sophomore years, unless the student is excused on medical grounds. Students may select courses for credit from among offerings in intercollegiate, intramural, and instructional activities, or they may propose project courses for the approval of the department chairman. The non-academic program offers courses in three nine-week terms in the fall, winter and spring.

Students who fail to fulfill the non-academic work requirement may not be permitted to continue at the College. All cases of failure to fulfill the requirement will be reviewed by a committee consisting of the dean of students, the chairman of the physical education department and two students.

Major Concentration

Specific requirements for Major Concentration are stated under the name of each department. During the fourth semester of his attendance, each student should confer with the major supervisor of the department in which he wishes to major, and apply to him for written approval of a

program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately 12 semester courses, or the equivalent, at least six of which must be in the major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the Associate Dean. Each student is expected to file with the Associate Dean, before the date specified on the College calendar, a copy of his major program signed by his major supervisor. Any student who continues delinquent in this matter, unless he is excused by the Associate Dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be permitted to continue at the College.

A student who applies for permission to become a major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the major supervisor.

A student who has been formally accepted as a major by any department has the right to remain as a major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new major supervisor and the Associate Dean.

The College affirms the responsibility of each department to make the work in the major field as comprehensive as possible for the senior. There is a need, in the senior year especially, to challenge the student's

*"Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

powers of analysis and synthesis and to foster the creative use of the knowledge and skills that he has acquired in his previous studies. There is also the need to evaluate the performance of the senior in the field of his major, not only to safeguard the academic standards of the College but to help the student discover where he stands at this moment in his career. In short, synthesis and evaluation in some form are both essential.

While upholding these educational objectives, the College recognizes that they may be achieved by various means, such as (1) a Senior Departmental Study course, at the end of which the student takes a comprehensive examination, (2) a thesis or advanced project paper, (3) a course or courses specially designed or designated, or (4) some combination of these or other means.

Each department, therefore, in its statement of major requirements is expected to specify the particular mode of synthesis and form of evaluation that it has adopted for the senior year.

Examinations in courses in the major subject taken in the last semester of the senior year may be omitted at the discretion of the major supervisor.

Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *interdepartmental major*. The program of courses and the nature of the comprehensive examination will be worked out at the time the major is selected by the student in consultation with, and subject to, the approval of the chairmen of the departments concerned, one of whom will be designated as major supervisor for that student. The permission of the Associate Dean is also required for an interdepartmental major.

In rare cases, and only for high-ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the Associate Dean as well as from the chairman of each of the departments concerned.

It is possible for a student, through the Academic Flexibility Program, to design his own major.

There also exists (largely through the initiative of an interested student) an Urban Studies major, described in detail elsewhere in this

catalog, which allows a focus provided by none of the departments of the College but which is based on work offered by the departments.

Independent Study Courses

Most departments offer Independent Study Courses, numbered 480f and 480i, for the purpose of encouraging independent work by qualified students. These courses provide opportunities to investigate topics not covered in formal courses, to do extensive reading on a subject, to do field work, or to do library research. A student wishing to undertake independent study must secure the permission of his advisor for the project and of a faculty supervisor prior to registering for the course. Members of the faculty are under no obligation to supervise Independent Study Courses. Independent study done without faculty supervision will not be given College credit. Requirements such as examinations or papers are determined jointly by the instructor and the student. Written evaluation of the work performed may be submitted in place of a numerical grade.

A student may register for only one credit of Independent Study per term. These courses are normally of half-credit value unless specified for a full credit by the instructor. To undertake more than one, he must secure permission from the Committee on Student Standing and Programs. A student wishing to explore more thoroughly a subject covered in an existing course is urged not to undertake an Independent Study Course, but to consider the "double credit" option.

FINAL HONORS

Final Honors are awarded to students who have undertaken and carried through academic work of high quality. Final Honors are of two kinds, those awarded by departments and those awarded by the College.

1. The exact nature of departmental Honors work and the criteria used in judging it are listed in the departmental statements in this catalog. For Honors the work in the department must be considerably superior to that required for graduation, including a demonstration of the student's competence, insight and commitment to his field of interest.

Individual departments may award Honors to students whose departmental work has been of high quality and High Honors to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

2. Students who have been awarded Departmental Honors may be invited by the Committee on College Honors, Fellowships and Prizes to stand for College Honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendations of the Committee.

The Committee on College Honors, Fellowships and Prizes will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

FLEXIBILITY PROGRAM

Since different students have different needs, abilities, and goals, there may be cases where the general regulations prevent a student from making the best use of educational opportunities at Haverford. Provision is therefore made for changing the normal requirements in certain individual cases.

Power to act on requests for exceptions to any of the academic regulations is in the hands of a standing committee of the faculty, called the Committee on Student Standing and Programs, which consists of three faculty members, the Associate Dean of the College and three students. Before granting an exception, the committee will secure approval from the student's major supervisor or, if the student is an underclassman, from his advisor. Any student who believes that a special course program would promote his best intellectual development, is invited to present a proposal to this group. Students with exceptional abilities or exceptional preparation or both are encouraged to consider whether a program out of the ordinary may help them to make the most of their opportunities. The College suggests consideration of the following, as examples of special programs which might be followed:

Enrichment and Independent Study. Students with outstanding records who have the approval of the appropriate departmental chairmen and the Committee on Student Standing and Programs may depart from the usual course patterns. Three examples follow:

- (a) A student admitted to the *Thesis Program* may enroll in his senior year in as few as three courses, and complete a thesis based on independent work.
- (b) A student admitted to an *Interdepartmental Program* must first have been accepted as an interdepartmental major (the two departments need not be in the same division). His program, which may include a reduced course load and a thesis, as in (a) above, will also include some advanced independent work relating to both departments.
- (c) A student admitted to a *Concentrated Program* will be permitted more than the usual amount of concentration, taking in each of two or three of his last four semesters, two double-credit courses in his major field, or a closely related field.

Students who meet the standards set by departments for Honors may be granted departmental or interdepartmental Honors for these programs.

Graduation with less than 32 credits. Sufficiently mature students, if they possess outstanding ability or are judged to have legitimate reason for special consideration, may be allowed to graduate without necessarily accumulating all of the credits normally required. The Committee on Student Standing and Programs may approve an individual student course program for graduation with fewer than the usual number of courses. Two examples of possible programs are:

- (a) *A term away from Haverford:* There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad. A student accepted into the "term away" program must meet all departmental and distribution requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford, and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Student Standing and Programs and by his major supervisor, and evaluated by them after completion.
- (b) *Reduced course load:* The course requirement in effect at Haverford helps to assure the diversity which is an important part of a liberal education. There may, however, be students who could profit by carrying fewer than the normal number of courses each semester. The Committee on Student Standing and

Programs is authorized to permit some students, where good reason can be shown, to omit one of their courses.

Graduation in more than eight Haverford semesters. Although most students are expected to graduate in four academic years, some may take less and some may be permitted to take more.

Students who wish to take a five-year program with no modification of requirements should secure the approval of their advisor and of the Associate Dean. In all other cases of extended programs, even if no modification of academic requirements is involved, the student should petition the Committee on Student Standing and Programs.

Examples of the latter would include students with physical handicaps which prevent them from carrying a full load, students who wish to complete a program in four and one-half years, and students who wish to take, simultaneously with their work at Haverford, part-time work elsewhere (such as journalism, design, etc.) for which academic credit at Haverford is not appropriate. All petitions for academic flexibility should be submitted in writing to the Associate Dean who will present them to the Committee on Student Standing and Programs. To be considered, a petition must bear the written endorsement of the student's advisor.

GRADUATION IN SIX SEMESTERS

Students who have clearly defined career goals and strong motivation to achieve them may wish to consider our program for graduation in three years. This program can allow graduation with 30 course credits provided that overall performance is at a high level and that in addition to the usual requirements special requirements are fulfilled. In order to ensure breadth in the student's program he must study for four consecutive semesters some subject or meaningful combination of subjects outside the division of his major department. These must be approved in advance by his major advisor and by the Committee on Student Standing and Programs. In addition one of his courses must involve a research project on a topic approved in advance by his major advisor and culminating in a thesis submitted to the department and approved by both the department and Committee. No course taken with "no numerical grade" can be counted toward the 30 required for graduation. Advanced placement credits may be counted toward graduation as determined by Committee after careful evaluation.

A student who wishes to graduate under this plan must inform his faculty advisor and the Associate Dean at the beginning of his second semester at the College, and must enroll in five courses in each semester of his first year. He should also be in contact with the departments in which he might major. Choice of major should be made by the end of the first semester of the sophomore year. Students who begin in the program may switch to a program of 32 courses completed in seven or eight semesters at any time.

GRADUATION IN SEVEN SEMESTERS

Students may meet the normal requirements of 32 courses by enrolling in five courses for four semesters and in four courses for three semesters. Selection of this pattern will allow students to spend a full semester away from the campus at some time in their college careers.

FIVE-YEAR PROGRAM

Haverford offers a five-year program in addition to its regular four-year program.

A student becomes eligible for the five-year program by demonstration of compelling educational necessity for such a program to his advisor and to the Associate Dean. If, in the judgment of the Associate Dean, modification of the normal requirements is involved, the student must also secure the approval of the Committee on Student Standing and Programs.

Students will normally be expected to request admission to the program during their sophomore or junior years.

A.B. - M.A. PROGRAM

Haverford undergraduates of unusual ability who might normally complete an A.B. in three years may, for special reasons, stay at Haverford for an additional year in an M.A. program. Such a program might use the resources of Haverford, Bryn Mawr, and perhaps the University of Pennsylvania. Students would have to be accepted by the department or departments involved and have the approval of the Committee on Student Standing and Programs for the specific program involved. Award of the degree must be approved by the Committee.

PREPARATION FOR PROFESSIONS

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 200), Chemistry 107a, 108b, 202b, 203a, and Physics 113a and 114b, or 115a and 116b.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This advisor will be able to guide him in his selection of courses, his choice of major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Students who plan to go to professional schools should seek advice as early as possible from Miss Dickson of the Career Counseling Center. Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from Miss Dickson.

ACADEMIC REGULATIONS

The academic regulations of Bryn Mawr College will apply to Haverford students enrolled in Bryn Mawr courses. Administrative interpretations or decisions will be made by the deans at Bryn Mawr.

Bryn Mawr students in Haverford courses are subject to Haverford regulations as applied and interpreted by the Associate Dean.

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the Associate Dean and the two instructors concerned.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing, and audited courses are not listed on the transcript.

Course Changes

Courses may be changed during the first two weeks of each new semester. During that time students are free to make changes after consultation with their advisors.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his advisor and of the Associate Dean.

A student who has registered for a fifth course may drop that course without penalty at any time before the end of the fourth week of classes with the approval of his advisor and the Associate Dean.

Lecture and Laboratory Courses

With the approval of the instructor in the course, the student's advisor, and the Associate Dean, a student may take for credit either the laboratory work or the class work of a course which normally includes both. The grade received is recorded on the student's transcript with the notation "Lecture only" or "Laboratory only," as the case might be.

Such a course is not included among the courses required for graduation, nor among the courses required outside the student's major department.

Internal Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade, or in some senior seminars, a written evaluation for

each student. A grade of "CIP" (course in progress) may be submitted at midyear for senior research courses which run throughout the year, and for certain other courses as agreed on by the instructor and the Associate Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45).

If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and counts as a failure. If a student is permitted to withdraw from a course for unusual reasons including those beyond the student's control, such as illness, it is recorded as "W" and is not assigned a numerical grade, nor regarded as a failure.

The Committee on Student Standing and Programs reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the Committee will drop from college freshmen who do not pass their courses, and those upperclassmen who do not show work which is better than passing. The normal expectation is that each year a student's work should show noticeable improvement. Furthermore, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped at any time the Committee makes such a determination.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Recorder at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Associate Dean for a special examination. If the request is granted and the student takes the special examination, the grade in that examination will replace the grade originally received in the midyear or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

External Transcript

Prior to the fall of 1972 grades received during a student's first two years were intended for internal use only and were seldom released outside the college.

Beginning with the fall of 1972 all grades earned (except Freshman Seminar, Freshman English, and grades designated under the "No Numerical Grade" option) will be released when a formal transcript is requested.

All grades which appear on the external transcripts of the Class of 1973 and those following will be in the notation 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0.5.

Late Papers

If a paper is assigned in place of the final examination in a course, the date by which it is due may be set by the instructor not later than 4:00 p.m. on Monday, December 18, 1972, for the first semester, or Tuesday, May 8, 1973, for the second semester. Laboratory notebooks must be turned in not later than these same dates. Late papers or notebooks will be given one-half of the grade they would have received, unless arrangements have been made in advance with the instructor in the course and the Associate Dean for an extension or an incomplete. If a paper represents the entire grade for a course, the maximum grade for such a late paper is 60 or, in a course required for the major, 65. Full details of academic procedures and regulations concerning the proper completion of work are issued during the academic year.

Courses Taken Without Recorded Grade

Each semester all students may elect one course for which no grade will be recorded on the official transcript. (The student, his advisor and others concerned at the college will receive an unofficial grade report showing the grades.) A notation will be made, however, if the student fails, drops or is permitted to withdraw from the course. Students must inform the Recorder, by the end of the fourth week of classes, of a course to be so handled.

Students in regular programs may extend the option to take a course without recorded grade to any courses which are in excess of the normal load of four credits, provided that they are not behind schedule in total earned credits at the time.

During the junior and senior years courses taken without recorded numerical grade must be outside the division of the student's major

department except that, with the permission of his major advisor, any student may take such a course in the division of his major provided that it is not offered for major credit.

Courses with Written Evaluation

In certain senior seminars, a department may choose to give a brief written evaluation of performance instead of a numerical grade. These evaluations will be attached to the transcript record and will serve in place of numerical grades in those courses. Where such evaluation is to be used, this fact will be announced to the students at the time of registration. The written evaluations for Freshman English and Freshman Seminars will not be attached to the transcript.

INTERCOLLEGIATE COOPERATION

The variety of courses available to Haverford students is greatly increased as a result of a cooperative relationship among Haverford, Bryn Mawr College, Swarthmore College, and the University of Pennsylvania. Under this arrangement, full-time students of any of these institutions may, upon presentation of the proper credentials, enroll for courses at another institution of the group without added expense.

A wide variety of cooperative arrangements exist between Haverford and Bryn Mawr Colleges. Students may major at the other institution in cases where a department does not exist at the home College, opportunities for augmenting one's program are available by taking courses at the other institution, and extensive cross-registration is encouraged. Students should consult with the Associate Dean or with the Chairman of the Inter-College Cooperation Committee about the possibilities that exist through Haverford-Bryn Mawr cooperation.

Haverford students taking courses at the University of Pennsylvania are expected to make their own arrangements for transportation. Bryn Mawr and Haverford jointly operate two buses which make regular hourly trips between the two campuses on weekdays, and a bus operates several times a day between Haverford and Bryn Mawr and Swarthmore.

STUDY ABROAD

Well-qualified students who request it may be granted permission to spend a semester or a year studying in a foreign country. Such permission will require approval of the student's major supervisor and the Associate Dean. If the student is not a language major, approval will also be required of the chairman of the department of the language

spoken in the country selected. Interested students should consult the Associate Dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. Students who may want to take their entire junior year abroad should plan their programs so that all limited elective requirements are completed by the end of the sophomore year. The program of studies abroad must be worked out in advance; if the program is completed successfully, the College will grant credit toward the degree for the work accomplished. Scholarship funds may be transferred for approved study abroad.

JUNIOR-YEAR LANGUAGE PROGRAM

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford — Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his major at Haverford.

Students interested in this program should confer with the Associate Dean in the early spring of the sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his major supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the Associate Dean.

AFRICAN STUDIES

Students wishing to focus their interest on African civilization are encouraged to enroll in courses emphasizing African materials offered by several departments in the humanities and social sciences at Haverford, Bryn Mawr and Swarthmore Colleges and to arrange for regional concentration in fulfilling departmental requirements for majors. In planning their programs, students should consult Professor Wyatt MacGaffey.

VISITORS AND LECTURES

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened by a generous bequest from the late William P. Philips, from which a substantial sum is used to bring to Haverford "distinguished scientists and statesmen," and by the Scholars in the Humanities Fund, the Mary Farnum Brown Fund for the "Library Lectures" series, the William Gibbons Rhoads Fund, and the J. F. Lincoln Family Foundation. Visitors on these funds may be at Haverford for periods lasting from a few hours to a full academic year.

THE MARGARET GEST CENTER FOR THE CROSS-CULTURAL STUDY OF RELIGION

The establishment of the Center was made possible by a bequest of Margaret Gest in memory of her parents, Emily Judson Baugh Gest and John Marshall Gest. In keeping with Miss Gest's desires and will, the Center aims "to promote better understanding among peoples" through the study of the "fundamental unity of religions" without "negating the differences." The current Center program is housed in the Gest Center, one of the College's oldest buildings, which has recently been restored with fidelity to its original functional grace through a generous gift of a friend of Margaret Gest.

The Center is under the direction of Professor Gerhard Spiegler and a College Advisory Council.

T. WISTAR BROWN FELLOWSHIP

Haverford College has resources available from the T. Wistar Brown Fund which make it possible to provide a Fellowship each year for a mature scholar. The recipient of this Fellowship usually spends most of his time doing research in the Quaker Collection of the Library. The Fellowship currently carries a stipend of \$6,000.

Inquiries regarding this Fellowship should be addressed to the office of the Provost.

HONOR SOCIETIES

Phi Beta Kappa. The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, alumni members, and honorary members, based upon scholarly attainment and distinction, takes place toward the end of the academic year.

President, Bernard V. Lentz, '33; *Secretary*, Holland Hunter, '43; *Treasurer*, John Davison, '51.

Founders Club. The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*, John B. Hayter, '60; *Secretary*, Joshua Kadish, '73; *Treasurer*, Matthew M. Strickler, '62.





**COURSES
OF
INSTRUCTION**



NUMBERING SYSTEM

001-099 indicate elementary and intermediate courses.

100-199 indicate first year courses in the major work.

200-299 indicate second-year courses in the major work.

300-399 indicate advanced courses in the major work.

400-499 indicate special categories of work (e.g., 480 for independent study courses).

a . . . the letter "a" following a number, indicates a one-credit course given in the first semester.

b . . . the letter "b" following a number, indicates a one-credit course given in the second semester.

c . . . the letter "c" following a number, indicates a one-credit course given two hours a week throughout the year.

d . . . the letter "d" following a number, indicates a half-credit course given during September-October.

e . . . the letter "e" following a number indicates a half-credit course given during November-December.

f . . . the letter "f" following a number indicates a half-credit course given throughout the first semester.

g . . . the letter "g" following a number indicates a half-credit course given during February-March.

h . . . the letter "h" following a number indicates a half-credit course given during April-May.

i . . . the letter "i" following a number indicates a half-credit course given throughout the second semester.

Full-year courses (two credits) carry a numerical designation only. They must be carried through two semesters. In some cases one semester of such a course may be taken with credit, but only with permission of the department concerned. Students are reminded that one course carried throughout the year is the equivalent of eight semester hours.

ASTRONOMY

Professor LOUIS C. GREEN, *Chairman*
Associate Professor R. BRUCE PARTRIDGE†

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

MAJOR REQUIREMENTS

The normal major requirements are Astronomy 211a, 212b and four additional 1-semester courses numbered above 300; Mathematics 113a and 114b, or 119a; Physics 115a and 116b; three written comprehensive examinations of three hours each.

REQUIREMENTS FOR HONORS

All astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

099a NUMERICAL METHODS

Mr. Green

(*See General Courses, Astronomy 099a*)

101a THE DEVELOPMENT AND IMPACT OF ASTRONOMICAL IDEAS

Mr. Partridge

A non-technical introduction to the astronomer's view of the universe. Among the topics discussed are the Copernican Revolution, the observations of Tycho and Galileo, the properties and life-cycles of stars, and the structure and evolution of the universe as a whole. The course also considers how astronomical discoveries and theories have changed our ways of perceiving the universe.

102b ASTRONOMY OF THIS DECADE

Mr. Partridge

Some of the important astronomical discoveries of this decade are discussed semi-quantitatively, for instance objects such as pulsars and quasars which have greatly extended the range of our knowledge of the physical world, new and puzzling phenomena such as gravity waves, and the results of radio, X-ray and satellite astronomy. Prerequisite: Astronomy 101a or consent of the instructor.

121a THE EARTH AND PLANETS—CURRENT OBSERVATIONS

(*Also Bryn Mawr Geology 121a*)

Messrs. Green and Platt

This introductory course discusses the physical and chemical properties of the planets and their satellites and develops the dynamics necessary for an

†Appointed on the Sloan Foundation Grant.

understanding of the principal motions and interactions of the bodies in the Solar System. The earth's seismic and thermal properties and its gravitational and magnetic fields are used to study its interior. The computer is used to find and plot the motion of various bodies as well as the paths of seismic waves in the earth's interior, and in other problems. The "geology" of the moon, Mars, and Venus is considered as inferred from the lunar rocks and from recent surface and close-up experiments and photographs and from detailed radar maps. The course closes with a discussion of the origin of the Solar System. Opportunities for optional group and individual use of the telescope. Prerequisite: Mathematics 113a or the consent of the instructor.

122b STARS AND GALAXIES

Mr. Green

After an overview of atomic and molecular spectra this introductory course presents our knowledge of the stars, gaseous nebulae and galaxies as obtained through spectroscopy. Model stellar atmospheres, computed on the College's IBM 360/44, show how the chemical and physical properties of various types of stars can be ascertained; similar studies of the nebulae and galaxies follow. The relation between the properties thus identified and the dynamical properties of the objects observed will be described, together with the resulting pattern of the evolution of stars and galaxies. Prerequisite: Mathematics 113a or consent of the instructor.

136b HISTORY AND PHILOSOPHY OF SCIENCE

Mr. Green

(See General Courses, History and Philosophy of Science)

211a, 212b METHODS OF THEORETICAL PHYSICS AND ASTROPHYSICS

Mr. Green

Ordinary and partial differential equations as well as certain integral equations of astronomy and physics are discussed with attention to the more important special function, Sturm-Liouville theory, Green's functions, and boundary value problems. Approximate solutions are obtained by linearization, perturbation, and variational procedures, with some use of numerical methods. Applications will be to the quantum mechanics of atomic, molecular, and nuclear structure and collisions, the Hamilton-Jacobi theory of satellite and planetary motion, the mechanics of deformable bodies as applied to astronomical problems, and radiative transport. Prerequisite: Mathematics 113a and 114b, or 119a, and Physics 115a and 116b. Prerequisite to Astronomy 212b is Astronomy 211a or the consent of the instructor.

311a GENERAL RELATIVITY AND HIGH ENERGY ASTROPHYSICS

Mr. Green

The tensor calculus is developed and applied to a discussion of general relativity and certain current variants. The observational and experimental evidence is reviewed. Problems of high energy astrophysics, particularly gravitational radiation and gravitational collapse, are considered. Prerequisite: Mathematics 113a and 114b, or 119a, and Physics 115a and 116b.

Offered in 1973-74 and alternate years.

320b COSMOLOGY

Mr. Partridge

Various theoretical models for the origin and evolution of the universe, including the "Big Bang" and "Steady State" models; review of the relevant observational evidence. The course ends with an attempt to construct a unified picture of the evolution of the universe and some of the systems within it. Prerequisite: Mathematics 113a and 114b, or 119a, and Physics 115a and 116b.

Offered in 1973-74 and alternate years.

340b RADIO ASTRONOMY

Mr. Partridge

The course provides an introduction to the basic techniques of radio astronomy and to the various mechanisms that give rise to line and continuum emission at radio frequencies. In addition, some of the most important observational results of radio, infra-red, and other non-optical branches of astronomy are presented. Prerequisite: Mathematics 113a and 114b, or 119a, and Physics 213a.

Offered in 1973-74 and alternate years.

360b PLASMA ASTROPHYSICS

Mr. Green

The principles of plasma physics are developed and applied to such topics as the Van Allen belts, solar phenomena, the cosmic ray flux, the alignment of the interstellar dust, and interplanetary and interstellar magnetic fields. Prerequisite: Mathematics 113a and 114b, or 119a, and Physics 213a, or the consent of the instructor.

Offered in 1973-74 and alternate years.

371a STELLAR STRUCTURE AND EVOLUTION

Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. Prerequisite: Mathematics 113a and 114b, or 119a, Physics 115a and 116b.

Offered in 1972-73 and alternate years.

380b NUCLEAR ASTROPHYSICS

Mr. Green

A discussion of the nuclear reactions leading to stellar energy generation, to the origin and abundance of the elements in various types of astronomical objects, and to the catastrophic stages of stellar evolution. The nuclear species in the cosmic rays and nuclear age determinations are considered. Prerequisite: Physics 115a and 116b, and Astronomy 212b, which may be taken concurrently, or the consent of the instructor.

Offered in 1972-73 and alternate years.

391a, 392b SPECIAL TOPICS IN ASTROPHYSICS

Messrs. Green and Partridge

The content of this course may vary from year to year. It may be repeated for credit. Prerequisite: considerable maturity in mathematics, physics and astronomy.

Not offered in 1972-73.

399d TOPICS IN ADVANCED CLASSICAL MECHANICS Mr. Partridge
(Also called *Physics 399d*)

A rigorous treatment, using matrix methods, of a few selected topics in classical mechanics; for instance the calculus of variations, the equations of Lagrange and Hamilton, rigid body kinematics and dynamics, and hydrodynamics. Prerequisite: Physics 116b.

399e TOPICS IN ADVANCED ELECTROMAGNETISM
(See *Physics 399e*)

480 INDEPENDENT STUDY Messrs. Green and Partridge

An example of the content of this course is the determination of the abundance of the elements in stellar atmospheres based on high dispersion spectra obtained at one of the major American observatories. Other examples of course content are optical and microwave observations relating to cosmological problems. Prerequisite: the consent of the instructor.

BIOLOGY

Professor IRVING FINGER

Professor ARIEL G. LOEWY, *Chairman*

Professor MELVIN SANTER

Associate Professor DIETRICH KESSLER

Assistant Professor MICHAEL K. SHOWE

Lecturer SLAVICA S. MATAČIĆ***

Lecturer VIVIANNE T. NACHMIAS

Laboratory Instructor LOUISE G. ONORATO

During the past 20 years there has been a revolutionary expansion in our understanding of the operation of biological systems at the cellular and molecular level. The traditional lines which used to demarcate the areas of genetics, biochemistry, microbiology, cytology and cell physiology have been virtually obliterated, particularly at the research level, and this has necessitated a new approach to the teaching of biology. The following course descriptions reflect our approach to this New Biology.

The courses designed for the major program are built up in a series of three stages:

- (1) One full-year sophomore course (200) which introduces the student to a wide range of cellular phenomena from an experimental point of view. The laboratory is designed to illustrate some of the principles developed in the lectures by employing the experimental techniques originally used to establish these principles.
- (2) Six advanced courses and two laboratory courses numbered in the 300's, to be taken at the junior or senior level, designed to create sufficient competence for reading and evaluating research papers and for doing research in the senior year.
- (3) Senior Research Tutorials taken for single or double credit (chosen from 400, 401, 402, 403, 404) involving reading of current literature, performing laboratory research, conducting student lectures and seminars, and writing a senior thesis. The topics of these research tutorials lie in the areas of prin-

***On appointment, 1972-73.

cipal interest of the instructors. Senior Research Tutorials may be started with the consent of the instructor during the junior year. A student has the opportunity to apply for a summer research stipend which enables him to begin his research in the summer following his sophomore or junior year. Qualified Chemistry or Physics majors may be admitted to the Senior Research Tutorials with consent of the instructor. Biology 499c is a senior seminar taken at half credit for both semesters. It consists of student papers and discussions, faculty presentation of research problems, and the year's Philips program. The precise format of the course and topics are worked out each year in consultation with senior students.

MAJOR REQUIREMENTS

(a) Biology 200; (b) four courses, at least two of which must be from the 300 Cell Biology series. The other two may be selected from among Haverford Chemistry courses numbered 200 or higher (excepting Chemistry Research Tutorials), Bryn Mawr Biology courses numbered 200 or higher and Swarthmore Biology courses numbered 20 or higher; (c) one Biology laboratory course (300a or 300b), which should be taken in the junior year; (d) Biology 499c. Majors desiring to take courses at Bryn Mawr or Swarthmore, in lieu of Haverford biology courses, should so inform the major advisor. For Biology majors at Haverford who have completed Biology 200 a special program can be arranged to complete their junior and senior course work at Swarthmore or Bryn Mawr College provided permission is granted by the department involved. Where prerequisites are required for any course, the student must achieve a grade of at least 70 or receive the consent of the instructor.

The Department strongly recommends the following additional courses, since they provide a minimum theoretical background for advanced work in biology: Mathematics 113a and 114b, or 119a and 220b; Physics 113a and 114b, or 115a and 116b.

REQUIREMENTS FOR HONORS

Since all Biology majors participate in the departmental senior research program, they are all candidates for Departmental Honors. These are awarded upon consideration of the following criteria of achievement: (a) grades, (b) senior research and thesis, (c) performance in Biology 499c.

GENERAL COURSES INTENDED PRIMARILY FOR NON-BIOLOGY MAJORS

(Not all of these courses are offered each year)

001b READING TUTORIAL: TOPICS IN MODERN BIOLOGY I Mr. Showe

The development of current concepts of the nature of living organisms and methods of investigating it, from Aristotle through Harvey, Pasteur, and Schrödinger to Watson and Crick, with particular emphasis on 20th century discoveries and ideas. Prerequisite: consent of the instructor.

002a READING TUTORIAL: TOPICS IN MODERN BIOLOGY II

Mr. Kessler

The theory of evolution and the relationship of this theory to studies of social behavior in animals. A reading list of original works in the discipline and a study-guide are distributed at the beginning of the semester, and the student will be asked to write papers carefully analyzing the material. The relevance of the readings to the study of man's social behavior will be considered. Students meet periodically in tutorial sessions with the instructor to discuss student papers and go over study-guides. A film series on animal behavior forms a part of the course. No prerequisites.

003b READING TUTORIAL: TOPICS IN MODERN BIOLOGY III

Mr. Santer

An examination of selected topics in biology, of potential interest to those whose major interest lies outside the science division. Topics for discussion will be announced prior to registration.

004a READING TUTORIAL: TOPICS IN MODERN BIOLOGY IV

Mr. Finger and Mrs. Nachmias

A seminar-style introduction to the functions of the human body with special consideration of problems raised by science and technology. Topics for discussion will include: control of life and death; hormones, antibodies, drugs and vitamins; smoking, pollution and radiation; human genetics, immunity and transplantation.

005b READING TUTORIAL: TOPICS IN MODERN BIOLOGY V

Mr. Loewy

An integrated approach to human biological and social evolution. Readings in philosophy of science, theories of evolution, the fossil and archeological record of man, primitive human societies, contemporary problems in human ecology and the future of man.

**COURSES INTENDED PRIMARILY FOR STUDENTS
WITH PREREQUISITES IN CHEMISTRY**

200 CELL STRUCTURE AND FUNCTION

Staff

Four hours; three lectures and one laboratory period

An introduction to cellular biology. The first semester stresses the cellular functions which have been elucidated by classical cytology and genetics, electron microscopy and molecular genetics. The second semester describes properties of macromolecules, intermediary metabolism, biosynthesis of macromolecules and cellular control mechanisms. The laboratory introduces the student to techniques used in cytology and genetics, and illustrates the use of microorganisms as tools for studying the synthesis of biological macromolecules. Students who wish to postpone the course to the junior year should obtain permission of the instructor at the end of their freshman year. Prerequisite: either Haverford Chemistry 203a or Bryn Mawr Chemistry 202 must be taken previously or concurrently.

300a LABORATORY IN PROTEIN CHEMISTRY AND

ELECTRON MICROSCOPY Messrs. Loewy, Kessler and Mrs. Onorato
Two periods per week

Students learn the techniques currently utilized in the purification and characterization of proteins, including sample preparation for and utilization of the electron microscope. The biological properties of some important mechanochemical proteins are studied, correlated with their enzymological activity and appearance as observed with the electron microscope.

300b LABORATORY IN MOLECULAR BIOLOGY AND IMMUNOLOGY

Messrs. Finger, Santer, Showe, and Mrs. Onorato

Two periods per week

An introduction to some of the immunological and biochemical techniques which have proved most useful in the study of the biosynthesis and control of biological macromolecules. The use of conditional lethal mutants of bacteriophage T4 in conjunction with radioisotope tracer studies is emphasized. Experiments involve the use of velocity and isopycnic gradient centrifugation, high-voltage paper and polyacrylamide gel electrophoresis. Cell fractions purified by column chromatography are used as antigens to obtain immune serum from rabbits, and are later characterized immunologically by electrophoresis and diffusion in one and two dimensions.

**301a CELL BIOLOGY I: STRUCTURE AND FUNCTION
OF MACROMOLECULES**

Mr. Loewy

A study of the structure and properties of proteins and nucleic acids. The course includes a weekly seminar in which mechanochemical phenomena, such as muscle contraction and protoplasmic streaming, are analyzed in terms of the properties of interacting protein molecules.

302a CELL BIOLOGY II: MOLECULAR VIROLOGY

Mr. Showe

This course alternates with 306a, Cellular Control Mechanisms. It examines the life cycles of the better-known animal and bacterial viruses for the information they contribute to our understanding of normal cell function. Topics include RNA control by T4, Lambda lysogeny, RNA translation by R17, tumorigenic viruses, polio virus protein production, and T4 assembly. Prerequisite: Chemistry through 203a or its equivalent; Biology 200 or its equivalent.

Offered in 1972-73 and alternate years.

**303b CELL BIOLOGY III: METABOLIC BIOCHEMISTRY AND
BIOSYNTHESIS OF MACROMOLECULES**

Mr. Santer

A study of the various pathways of carbohydrate metabolism and metabolic processes leading to ATP synthesis in non-photosynthetic and photosynthetic organisms. The biosynthesis of amino acids and nucleotides which provide the building blocks for nucleic acid and protein synthesis. An analysis of DNA and RNA biosynthesis and a detailed discussion of protein synthesis. Prerequisite: Biology 200.

304b CELL BIOLOGY IV: HEREDITY AND REGULATION

Mr. Finger

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the translation of this in-

formation into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity are also discussed. Prerequisite: Biology 200 or consent of the instructor.

305b CELL BIOLOGY V: CELL MOTILITY

Mr. Kessler

Molecular basis of movement in various biological systems is explored with the aid of biochemical and ultrastructural concepts. The contraction of striated muscle serves as a model to compare with less highly organized systems such as amoeboid movement, cytoplasmic streaming, cyclosis, clot retraction induced by blood platelets, cellular movements in embryonic systems, *i.e.* gastrulation and neurulation, and the movement of cells by cilia or flagella. The problem of chemotaxis is also considered. Prerequisite: Biology 200.

306a CELL BIOLOGY VI: CELLULAR CONTROL MECHANISMS

Mr. Showe

This course alternates with 302a. It is a detailed study, based on a reading of original literature, of the means by which cells regulate their synthetic and metabolic processes, including: control of synthesis of small molecules (amino acids and nucleotides) and of catabolic pathways, and the integration of cell functions. Topics for discussion include regulation of enzyme activity, induction and repression of enzyme synthesis, and regulation of the synthesis of proteins and nucleic acids. Emphasis is on studies performed using bacteria, fungi, and bacterial viruses. Prerequisite: Biology 200.

Offered in 1973-74 and alternate years.

400 SENIOR RESEARCH TUTORIAL

Mr. Loewy and Mrs. Matačić

Student research in the molecular basis of mechanochemical phenomena. Techniques for structural analysis of covalent protein-protein interactions are used. Laboratory work is supplemented with readings related to the area of investigation, and with the presentation of discussions by students. Prerequisite: Biology 301a or consent of the instructor.

401 SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY

Mr. Santer

Student research on the chemical composition, biosynthesis and hereditary control of ribosomes. Laboratory work is supplemented with readings from the current literature, and seminars by students on material related to the research. Prerequisite: Biology 303b or consent of the instructor.

402 SENIOR RESEARCH TUTORIAL IN GENE ACTION

Mr. Finger

The major problem to be studied is the regulation of gene activity and the function of surface antigens. Prerequisite: consent of the instructor.

403 SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY

Mr. Kessler

Studies on the localization and structure of actin-like proteins from various cell types. Ultrastructural studies will be undertaken by electron microscopy. Various immunological methods will be employed. Prerequisite: Biology 305b or the consent of the instructor.

404 SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS

Mr. Showe

Studies on the synthesis of multimolecular structures in using biochemical and genetic techniques. The systems currently being used are the electron transport chain of *Escherichia coli*, and bacteriophage T4. Students should be prepared to develop independent approaches to experimental problems. Prerequisite: consent of the instructor.

410i READING COURSE IN EVOLUTIONARY THEORY Mr. Finger

The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 200 or consent of the instructor.

Not offered in 1972-73.

480a, b INDEPENDENT STUDY Staff

Prerequisite: consent of the instructor.

499c SENIOR DEPARTMENTAL STUDIES Staff

A senior seminar which meets one evening each week consisting of:

- (a) Presentation and discussion of research plans and research results by students and faculty;
- (b) Participation in the Department's Phillips Visitors Program;
- (c) Students' presentation of papers on contemporary developments in experimental biology, providing an opportunity for library research and for the writing of a paper.

Students should register for Biology 499c in both the fall and spring terms, since the work of the course will be distributed through two semesters. Full-course credit is given for the second semester or half-course credit for each semester.



CHEMISTRY

Professor JOHN P. CHESICK, *Chairman*

Professor HARMON C. DUNATHAN

Professor COLIN F. MACKAY***

Associate Professor ROBERT M. GAVIN, JR.

Associate Professor CLAUDE WINTNER****

Assistant Professor LAWRENCE M. JORDAN†

The program in chemistry is designed to meet the needs of students who are pursuing chemistry for any of a variety of reasons. Introductory courses in the Department provide a broad introduction to the science of chemistry as one of the liberal arts. Intermediate and advanced courses provide sound preparation for a wide range of professional activities in the physical, biological, and medical sciences. At all levels extensive use is made of the wide range of instruments available for student use. (See section of catalog on "Science Facilities," pages 38-40.)

The major program in Chemistry recognizes that chemistry as a discipline occupies the broad area between physics and biology and has strong ties to both. Indeed, some of the most exciting areas in science today are found in the interdisciplinary fields of chemical physics and chemical biology. The department major allows the student maximum flexibility in designing a program which can be directed either toward one of these interdisciplinary areas or toward one of the more traditional areas of chemistry. This flexibility is apparent in the major requirements, which accept on an equal basis advanced courses in biology, chemistry, or physics.

This flexibility further allows the major advisor and each student in consultation to plan a program which takes into account that student's interests and career aims. Students who are interested in graduate study in any of the three areas of departmental emphasis are strongly urged to go beyond the eight course program which constitutes the college major. Some typical programs which prepare for graduate study are given below:

***On sabbatical leave, 1972-73.

****On leave of absence, 1972-73.

†On appointment, 1972-73.

Chemistry: Chemistry 107a, 108b, 202b, 203a, 301a, 302b, 310g,h, 311a or 303a or 313a, 355d,e or 357d,e, 356b; Physics 113a, 114b (or 115a, 116b); Mathematics 113a, 114b (or 119a). German or Russian language study is strongly advised.

Chemical Physics: Chemistry 107a, 108b, 202b, 203a, 301a, 302b, 303b; Chemistry 303a or 311a or Physics 214b; Chemistry 308g,h or Physics 314b; and one additional advanced course in Physical Chemistry or Physics; Physics 115a and 116b, or 113a and 114b; 399d. Mathematics 113a, 114b or 119a; 221a.

Chemical Biology: Chemistry 107a, 108b, 202b, 203a, 301a, 302b, 356b; Biology 200, 300a, 301a; Physics 113a, 114b; Mathematics 113a, 114b.

Pre-Medical Students: See the section of the catalog on preparation for professions. The usual requirement of four courses in Chemistry may be met by enrolling in Chemistry 107a, 108b, 202b and 203a.

Freshmen taking their first course in the Department are required to take a placement examination given during freshman week. This examination, the results of advanced-placement tests, and school records will form the basis for placement in Chemistry. Students who are interested in the mathematically-based areas of chemistry may wish to consider taking Physics 113a and Chemistry 202b as freshmen.

In addition to the course program, opportunities are offered for pursuit of laboratory research problems under faculty direction. These are described under Research Tutorials below.

MAJOR REQUIREMENTS

Chemistry 107a, 108b, 202b, 301a or 302b; Mathematics 113a, 114b (or 119a); Physics 113a or 115a; plus four advanced courses in Chemistry, Biology, or Physics. One of these advanced courses must be in the area of organic chemistry or biology and one must be in the area of physics or physical chemistry. Biology courses numbered 300 or above and Physics courses numbered 200 or above are defined as advanced courses. Reading courses and courses designed for non-scientists do not meet this requirement. One of the advanced courses selected must also be one of those designated by the Educational Policy Committee as "meeting the responsibility of each department to make the work in the major field as comprehensive as possible for the senior." The chairman of the Department has a list of these courses. Any requirement may be met by taking a course of equivalent level at Bryn Mawr.

It is advised that Physics 113a be completed by the middle of the sophomore year, to provide maximum flexibility in course planning during the junior and senior years.

In order to qualify for admission to an advanced course a student must earn a grade of at least 70 in those courses listed as prerequisites.

REQUIREMENTS FOR HONORS

Students who are considered qualified will be invited to become candidates for Departmental Honors during the second semester of the junior year. Honors candidates will be expected to do superior work in major courses and to complete a full-year senior research problem at a level superior both in quality and quantity of effort to that expected in normal course work. Research work extending through two semesters is usually expected of a candidate for Departmental Honors. A final paper and oral presentation of the work will be expected.

101a ATOMS AND MOLECULES IN ISOLATION AND IN INTERACTION

Three lectures; no laboratory

Mr. Chesick

Basic concepts in the field of chemistry are developed. Both individual and bulk properties of atoms and molecules are considered, thus establishing a basis for an appreciation of the significance of chemical reactivity in a variety of situations. Open to students with no previous training in science.

107a THE CHEMISTRY OF THE LIGHT ELEMENTS

Messrs. Gavin and MacKay

Four hours; three lectures and one laboratory

Chemical reactivity (energetics, rate processes, molecular architecture, properties of chemical bonds, etc.) forms the central theme of this course. After development of these themes they are used as the basis for understanding some chemical reactions of the elements from hydrogen to chlorine in the periodic table. Laboratory work emphasizes quantitative techniques and careful analysis of data gathered. Prerequisite: previous chemistry and assignment by the Department.

108b INTRODUCTION TO ORGANIC CHEMISTRY

Mr. Jordan

Four hours; three lectures and one laboratory

The properties of the common organic functional groups and the basic mechanistic concepts of organic chemistry are viewed within the context of the chemistry of the other light elements as developed in Chemistry 107a. Prerequisite: Chemistry 107a or consent of the instructor.

202b BASIC PRINCIPLES OF PHYSICAL CHEMISTRY

Mr. Chesick

Four hours; three lectures and one laboratory period

A course designed to acquaint the student with basic areas of physical chemistry and to serve as the gateway to the area-oriented physical chemistry courses in the curriculum. Particular emphasis will be placed on solution thermodynamics and equilibria. Other topics include electrochemistry, colligative and phase properties, and chemical kinetics. Laboratory exercises will consist of the quantitative study of systems illustrating principles developed in the lectures. Prerequisite: Physics 113a and Mathematics 113a or 119a, or consent of the instructor.

203a TOPICS IN ORGANIC CHEMISTRY

Mr. Dunathan

Four hours; three lectures and one laboratory period

Topics in stereochemistry, reaction mechanisms, biochemistry, and natural-products chemistry will build on the fundamentals developed in Chemistry 107a, 108b. Prerequisite: Chemistry 108b.

208b TOPICS IN CHEMICAL SCIENCE

Mr. Dunathan

An examination of selected topics related to chemistry and potentially interesting to those whose major concentration lies outside the science division. Topics for presentation will be announced prior to registration. Topics considered in the past include "Air and Water Pollution" and "Evolution and Chemistry." Students are invited to submit topics for consideration. Since this course is intended only for students with little or no background in college science, it is not open to students who have taken Astronomy, Biology, Chemistry or Physics courses numbered 113 or higher with the exception of Physics 117. No prerequisite.

301a, 302b LABORATORY IN CHEMICAL STRUCTURE AND REACTIVITY

Staff

Two laboratory periods

This course integrates inorganic, organic, and physical chemistry concepts in a broad laboratory study of structure and its relationship to chemical reactivity. A variety of spectroscopic methods are introduced as structural and analytical tools. Chemical kinetics, isotopic labeling, chromatography, and other physical methods are used in studies of reactions of inorganic and organic compounds which include photochemical and enzyme-catalyzed reactions. The experiments are "open-ended" and students are encouraged to design their own approach to the questions investigated. Prerequisites: Chemistry 108b and Chemistry 202b.

303a QUANTUM MECHANICS OF ATOMS AND MOLECULES

Two lectures and one conference.

Mr. Anderson

Prerequisite: Chemistry 202b or Chemistry 203 (Bryn Mawr), and Mathematics 201 (Bryn Mawr) or its equivalent.

Offered at Bryn Mawr.

303b ATOMIC AND MOLECULAR SPECTROSCOPY

Messrs. Gavin and Zimmerman

Two lecture-discussions and one laboratory period.

Topics will be drawn from the following: absorption and emission spectroscopy in the vacuum ultraviolet, ultraviolet-visible, and infra-red regions; nuclear magnetic resonance spectroscopy; and Raman spectroscopy. Prerequisites: Chemistry 303a or Chemistry 311a.

Offered jointly with Bryn Mawr.

305d PRINCIPLES OF CHEMICAL KINETICS

Mr. Chesick

Emphasis will be placed on microscopic properties and their significance for kinetics; on mechanism, and on models. Prerequisite: Chemistry 202b or consent of the instructor.

A half-course offered in 1972-73 and alternate years.

305e TOPICS IN PHYSICAL AND INORGANIC CHEMISTRY

Mr. Gavin

Variable content depending on interests of students and faculty. Topic for 1972-73: The Chemistry of the Transition Metals. Prerequisite: Chemistry 107a and 202b or consent of the instructor.

A half-course offered in 1972-73 and alternate years.

308g CLASSICAL CHEMICAL THERMODYNAMICS Mr. Chesick

Emphasis is placed on a careful examination of the concepts central to thermodynamics, and on the internal structure and logic of the subject. Prerequisite: Chemistry 202b or consent of the instructor.

A half-course offered in 1972-73 and alternate years.

308h INTRODUCTION TO STATISTICAL MECHANICS Mr. Chesick

The foundations of the subject in mechanics and probability theory are discussed. From these foundations the thermodynamic functions are developed in a form which allows their computation from molecular properties. Emphasis is on the properties of gases. Prerequisite: Chemistry 202b or consent of the instructor.

A half-course offered in 1972-73 and alternate years.

310g,h TOPICS IN PHYSICAL AND INORGANIC CHEMISTRY Staff

Variable content depending on the interests of students and faculty involved. Past topics include "Structure Determination by Scattering Methods" and "Group Theory and Its Applications to Chemistry." Students are invited to submit topics for half courses. Prerequisite: Chemistry 202b or consent of the instructor.

Two half courses offered in 1973-74 and alternate years.

311a QUANTUM CHEMISTRY Mr. Chesick

An introduction to quantum mechanics, with applications to problems in chemical bonding and molecular spectroscopy and structure. The computer is used in illustrative problem work. Prerequisite: Chemistry 202b or consent of the instructor.

Offered in 1972-73 and alternate years.

313a CHEMICAL APPLICATIONS OF MOLECULAR ORBITAL THEORY

Mr. Gavin

An introduction to the molecular orbital method of quantum chemistry with special emphasis on applications in organic, inorganic and biochemistry, and discussion of the Hückel method, the Dewar perturbation approach, the Woodward-Hoffman rules and other molecular orbital methods. Problems covered in the course will not require complex computation. Prerequisite: Chemistry 202b.

Offered in 1973-74 and alternate years.

355d,e TOPICS IN ADVANCED ORGANIC CHEMISTRY Staff

Variable content depending on interests of students and faculty involved. Typical topics are Free Radical Chemistry, Molecular Orbital Theory in Organic Chemistry, Aromaticity, Organic Photochemistry, Organic Synthesis, Metalloorganic Chemistry, Carbonium Ions, Acid-Base Catalysis, Biosynthesis, and Natural Product Chemistry. Students are invited to submit topics for consideration. Prerequisite: Chemistry 203a.

Offered in 1972-73 and alternate years.

356b BIOCHEMICAL MECHANISMS

Mr. Dunathan

Basic pathways of intermediary metabolism and the associated enzyme and cofactor systems are discussed from a mechanistic, chemical point of view. Enzyme kinetics, allosterism and chemical modification of enzymes are discussed and the various theories of enzyme catalysis examined. Additional topics in chemical biology may be included depending on student and faculty interest. Prerequisite: Chemistry 203a.

357d,e ADVANCED ORGANIC CHEMISTRY

Staff

Variable content depending on interests of students and faculty involved. Topics selected will differ from those selected for 355d,e in the previous year. Students are invited to submit topics for consideration. Prerequisite: Chemistry 203a.

Offered in 1973-74 and alternate years.

Research Tutorials

Students with solid preparation in the Department's course work and a strong desire to do independent laboratory work may register for a research tutorial in an area of active faculty research. In these tutorials the student attempts to define and solve a research problem under the close supervision of a faculty member.

361a, 362b RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY

Messrs. Chesick, Gavin and MacKay

Directed research in problems of molecular structure determination, quantum chemistry, hot-atom chemistry, gas-phase reaction kinetics and photochemistry, or one of a selected group of topics in inorganic chemistry.

363a, 364b RESEARCH TUTORIAL IN ORGANIC CHEMISTRY

Messrs. Dunathan, Jordan and Wintner

Directed research in areas of physical-organic chemistry and biochemistry. Topics include studies of the mechanism of action of enzymes, utilizing pyridoxal phosphate as a cofactor, and problems in free radical chemistry.



CLASSICS

Associate Professor DANIEL J. GILLIS, *Chairman**

Associate Professor JOSEPH A. RUSSO**

Assistant Professor DISKIN CLAY***

Lecturer JENNY CLAY

The Classics Department offers instruction at all levels in the languages, literatures and civilizations of Greece and Rome. Seminars in Classical Studies provide opportunities to study ancient history, literature and philosophy in English translation. In addition, a limited number of advanced language courses is open to students without Greek or Latin, who will do the required readings in English translation. Such combined courses are indicated in the Catalog by asterisks.

Students may major in Classics (Greek and Latin), or Classical Tradition (Greek or Latin, with a related field).

MAJOR REQUIREMENTS

CLASSICS: ten semester courses divided between Greek and Latin, of which two must be at the advanced level (300) in both languages; and Senior Colloquium (490). Superior performance in the Senior Colloquium will itself constitute Departmental Honors.

CLASSICAL TRADITION: eight semester courses in one ancient language, of which two must be at the advanced level (300); Senior Colloquium (490); a minimum of three semester courses beyond the introductory level in a related field (Modern Languages, Religion, History, Philosophy, Archaeology). Superior performance in the Senior Colloquium will itself constitute Departmental Honors.

COURSES IN GREEK LANGUAGE AND LITERATURE

101a-102b ELEMENTARY GREEK

Mr. Russo

The essentials of Greek from Chase and Phillips *A New Introduction to Greek* and supplementary material. One meeting weekly will be spent on sight translations from the New Testament (*Acts*); it is optional but recommended. The second semester will be devoted to readings from Xenophon's *Cyropaideia*, Plato's *Apology* and *Phaedo*, and exercises in prose composition.

201a INTRODUCTION TO GREEK PROSE: LYSIAS AND PLUTARCH

Mr. Gillis

Lysias' oration *Against Eratosthenes* is a crucial document on the Tyranny of the Thirty in Athens, and *Against Alcibiades the Younger* gives insights

*On sabbatical leave, second semester, 1972-73.

**On sabbatical leave, first semester, 1973-74.

***On sabbatical leave, second semester, 1973-74.

into the controversial career of the defendant's famous father. Plutarch's *Life of Sulla* is an example of Greek biography of an important historical figure, with particular stress laid upon Sulla's campaign in Greece and the Fall of Athens.

202b INTRODUCTION TO GREEK POETRY: HOMER Mr. Clay

Readings in the *Iliad* and *Odyssey* of Homer, with special attention to Homer's language and style, "oral" narrative technique, and the Mycenaean background of the poems. Prerequisite: Classics 201a or permission of the instructor.

301a* ADVANCED GREEK LITERATURE Mr. Clay

Topic for 1972-73: *Portraits of Socrates*

This course takes up the problem of the Platonic dialogue as the imitation of Socratic teaching and the problem of Plato's portrait of Socrates. The *Phaedrus* is read entire; other readings include selections from the *Apology* and *Symposium*, Aristophanes' *Clouds*, Xenophon, Plutarch, and Dio of Prusa.

Topic for 1973-74: *Problems in Thucydides*

Mr. Gillis

Critical readings in the *History* of Thucydides, with stress on class conflict and revolutions within the Aegean complex during the Peloponnesian War, and their implications in the breakdown of the Greek city-state as a viable political entity.

302b ADVANCED GREEK LITERATURE Mr. Russo

Topic for 1972-73: *Drama*

Prometheus Bound, *Oedipus Rex*, and *Heracles* are read in Greek, and other tragedies in English as well, in order to give a fuller picture of each tragedian's *oeuvre*. Secondary sources are consulted to reconstruct the world of the fifth-century Greek theatre.

Topic for 1973-74: *Lyric and Elegiac Poetry*

Staff

Close examination of the surviving texts of the major Greek lyric and elegiac poets, with special attention to Sappho, Alcaeus, Tyrtaeus, Solon and Archilochus. The individual's complex role in relation to the State during two centuries of revolutionary expansion forms a major theme of the course.

COURSES IN LATIN LANGUAGE AND LITERATURE

103a-104b ELEMENTARY LATIN Mr. Clay

An introduction to the basic structure and vocabulary of Latin, with weekly exercises in translation at sight. The work of the first semester will cover F. W. Wheelock's *Latin: An Introductory Course*; the second semester will include readings from Latin prose authors, the Vulgate, and Catullus.

107a INTRODUCTION TO MEDIAEVAL LATIN Staff

Readings in both prose and poetry of the Latin Middle Ages, from the Venerable Bede to Petrarch. Prerequisite: Classics 104b or permission of the instructor.

Offered in 1973-74 and alternate years.

- 203a INTRODUCTION TO LATIN PROSE: CICERO, THE LAST
REPUBLICAN Mr. Gillis
A study of Cicero's role in the declining Roman Republic, with two *Orations* against Catiline, several *Letters*, and one philosophical work, *De Senectute*. An assessment of his career will be made on the basis of these and modern critical sources. Prerequisite: two or three years of preparatory Latin, Classics 104b, or consent of the instructor.
- 204b INTRODUCTION TO LATIN POETRY: VERGIL AND THE EPIC Staff
A close examination of Books I, II, and IV of Vergil's *Aeneid*, with considerable focus on its Homeric antecedents and the contemporary background of the early Roman Empire. Recent evaluations of Vergil as one of the greatest of all Western poets will be analyzed as resource material.
- 303a ADVANCED LATIN LITERATURE Mrs. Clay
Topic for 1972-73: *Vergil's Eclogues and Georgics*
A careful reading and detailed analysis of Vergil's *Eclogues* and *Georgics*, exploring Vergil's original contributions to pastoral and didactic poetry, as well as his debt to Greek traditions; examination of the recurrent themes and concerns of these works, especially the relationship of poetry and politics.
Topic for 1973-74: *Tyranny and the Art of Writing: The Literature of the Early Empire* Mr. Clay
Selections from Tacitus and Suetonius on the portrait of Tiberius; Lucan's *Pharsalia* and the Republican past; Petronius and Juvenal on Rome under Nero and Domitian.
- 304b ADVANCED LATIN LITERATURE Mr. Clay
Topic for 1972-73: *Studies in Classical Tradition*
Four topics in the Classical Traditions of the Renaissance and early modern Europe; two of the topics to be considered are the humanism of Petrarch (including readings from his letters and *Africa*) and the Platonism of Renaissance Florence. The remaining topics will be determined by the interests of the class. Prerequisite: Classics 203a-204b or its equivalent.
Topic for 1973-74: *Latin Lyric and Elegiac Poetry* Staff
Works by Catullus, Horace, Propertius, Tibullus, and Ovid, with careful attention to the political and social *milieu* of Rome in the late Republic and early Empire.
- 480 INDEPENDENT STUDY Staff
Project course in Greek or Latin authors not covered in formal offerings. Prerequisites at the discretion of the instructor.
- 490 SENIOR COLLOQUIUM Staff
Closely supervised individual study on special topics leading to two substantial papers and an oral presentation to the Department.

COURSES IN CLASSICAL STUDIES NOT REQUIRING THE USE OF GREEK OR LATIN

- 119a GREEK CIVILIZATION Mr. Luman
(Also called History 119a and Religion 119a; for course description see History 119a)
- 120b ROMAN CIVILIZATION Mr. Luman
(Also called History 120b and Religion 120b; for course description see History 120b)
- 207a SEMINAR IN CLASSICAL STUDIES
 Topic for 1972-73: *Woman in Ancient Greek Literature and Society* Mr. Russo
 Literary and non-literary sources documenting the various concepts of the role of women in Greek society from the eighth to the third century. Topics include: "good" and "bad" women in the Greek family; Gorgon, Harpies, Medusa and other Greek bogey-women; Sappho and her group; women as equals in Plato and Aristophanes; New Comedy and early romantic fiction. Limited to 25 non-Freshmen. Prerequisite: consent of the instructor.
- Topic for 1973-74: *Greek Historical Thought* Mr. Gillis
 Studies in Herodotus, Thucydides, Xenophon, Polybius and Plutarch, with special emphasis on the artistry and personal careers of the authors in relation to the political struggles of their respective eras.
- 208b SEMINAR IN CLASSICAL STUDIES Mr. Clay
 Topic for 1972-73: *Dante*
 This course is devoted to a reading of the *Divine Comedy*. Preliminary study of the historical and cultural background of the poem provides one approach to the *Commedia*; other topics will include the problem of the integration of the pagan past into Dante's Christian epic; allegory; Dante's "metaphysics of light"; Gothic architecture.
- Topic for 1973-74: *The Theatre of Dionysus: Tragedy and Comedy in Fifth-century Athens* Mr. Russo
 Readings in Aeschylus, Sophocles, Euripides and Aristophanes, and selected secondary sources, with special attention to the social, historical, and religious roots of Athenian drama; the importance of the mythological background of plot material; changes in characterization and plot-structure; trilogies, tetralogies and satyr-plays; actors, choruses, staging and masks; the differences between tragedy and comedy in plot content and formal structure; the common "Dionysiac" purpose linking tragedy and comedy.
- 253a-254b RELIGIOUS MAN IN THE ANCIENT WORLD Mr. Larkin
(For course description see Religion 253a, 254b)

ECONOMICS

President JOHN R. COLEMAN

Professor HOLLAND HUNTER

Assistant Professor VERNON J. DIXON

Assistant Professor SAMUEL GUBINS, *Chairman*

At Bryn Mawr

Associate Professor RICHARD B. DUBOFF

Associate Professor NOEL J. J. FARLEY, *Chairman*

Associate Professor HELEN M. HUNTER

Lecturer JANET S. YOUNG

The work in economics provides a basis for understanding and evaluating the operation of the American economy and other types of economy. Concepts and analytic methods are presented as aids in formation of intelligent policy judgments. The introductory course, Economics 111a or b and 112a or b (two-semester courses that begin each semester), is designed to give the kind of informed perspective on economic performance standards that should be part of a liberal education. The group of intermediate courses offers a fuller range of material on major topics in the field, designed to be useful to non-majors as well as majors. The group of advanced courses supplies a theoretical and methodological foundation for those who either expect to major in economics or to make use of economics in their professional careers. Majors are encouraged to take these courses in their sophomore or junior years, where practicable. In all courses students are exposed to the data and primary source material that underlie sound economic analysis, and are encouraged to apply oral, written and computer methods in analyzing this evidence.

Students planning a career in economics, business and management will find various economics courses useful as introductions to the mathematical methods and theoretical models that are now part of advanced professional training. In addition, it is recommended that students with these career interests include calculus and linear algebra in their course work.

The major research which is a requirement of the major may be carried out during the second half of the junior year or during the senior year as part of a research seminar or as work performed in Economics 480, 481.

MAJOR REQUIREMENTS

Economics 111a or b, 112a or b, 301a; two semester courses from 303a, 304b, 305b; three other semester courses, one of which is a research course taken during the spring of the junior year or during the senior year; and three other approved courses in the social sciences or mathematics. The comprehensive examination involves a required written examination and, at the student's option, an oral examination.

Prospective majors in Economics are advised to take Economics 111a or b and 112a or b by the end of the first semester of their sophomore year. For the academic years 1972-1973 and 1973-1974, students who have passed the one-semester introductory course, the former Economics 101a or b, can take intermediate and advanced Economics courses. As a general rule for later years, the prerequisites for intermediate and advanced level work will be Economics 111a or b and Economics 112a or b, or permission of the instructor.

REQUIREMENTS FOR HONORS

Plans for Honors work will usually be laid during a student's junior year. An Honors project will involve a paper of high quality, usually begun in a research seminar, together with an oral examination.

111a or b INTRODUCTION TO MACROECONOMICS

Staff

The analysis of national economic behavior including prosperity and depression; theories of inflation and unemployment; the role of government in managing and mis-managing the economy by influencing total national expenditure and by regulating financial institutions; the international role of the United States. The focus is on Western mixed-capitalist economies.

112a or b INTRODUCTION TO MICROECONOMICS

Staff

Techniques of analysis that apply to all economic systems in general and modern mixed-capitalism in particular. Topics include determination of costs and prices for goods and services; the functioning of the marketplace; causes of wealth, poverty and income inequality; environmental protection; women in the economy. The course is intended to provide a method of examining economic behavior that will continue to be useful in a changing economic world.

115a ECONOMIC ACCOUNTING

Mr. Dixon

An introduction to the theory and practice of classifying, recording and evaluating the activities of business firms. Development of the accounting cycle. Preparation and analysis of corporate reports. Introduction to selected corporate financial problems (capitalization, leverage and the issuance of securities) and to the operation of organized securities markets.

201a ECONOMIC HISTORY AND DEVELOPMENT

Mr. DuBoff

Long-term trends in output, resources, technology; structure of consumption, production, distribution; foreign trade and finance; basic causes of economic growth and underdevelopment; the role of the state. Quantitative findings provide the points of departure. Prerequisite: Introduction to Economics.

202b LATIN AMERICAN ECONOMIC DEVELOPMENT

A theoretical and empirical analysis in an historical setting of the factors which have led to the economic underdevelopment of Latin America. The interrelationship between political and social change and economic growth.

204b THE MODERN CORPORATION

Mr. Coleman

Study of selected issues in the role of the corporation in the economy and society: pressures in decision-making, relations with government and labor, response to new social concerns, and development of leadership.

Offered in 1973-74 and alternate years.

205a PRIVATE ENTERPRISE AND PUBLIC POLICY

A theoretical and empirical analysis of the behavior of business firms and the structure of industrial markets in the U.S. economy; evaluation of the performance of these markets. Public policies for dealing with market power and problems of externalities. Prerequisite: Introduction to Economics.

Not offered in 1972-73.

206b INTERNATIONAL ECONOMIC THEORY AND POLICY

Mr. Farley

Current problems in international trade; the theory of trade; the balance of payments and the theory of disturbances and adjustment in the international economy; economic integration; the impact of growth in rich and poor countries on the development of the world economy. Prerequisite: Introduction to Economics.

207a MONEY AND BANKING

Mrs. Hunter

The development and present organization of the money and banking system of the United States. Domestic and international problems of monetary theory and policy. Prerequisites: Introduction to Economics; Economics 301a, though not required, is highly recommended.

208b PUBLIC FINANCE AND FISCAL POLICY

Mrs. Young

A study of local, state, and Federal revenues and expenditures with particular emphasis on the Federal budget; fiscal policy as a positive means of shaping public taxation and expenditure so as to contribute to a stable, full-employment economy. Prerequisite: Introduction to Economics.

211a THE SOVIET SYSTEM

Mr. Hunter

(Also called Political Science 211a)

An analysis of the structure and functioning of major Soviet economic, political, and social institutions. Current arrangements are studied as products of historical development. Present performance and prospects are evaluated. Prerequisite: two semester courses of economics, political science, or history.

212b POLITICAL ECONOMY

Mr. DuBoff

An analysis of contemporary capitalism as a socio-economic system. Free market, Keynesian, Marxist and Socialist theories are appraised. Readings may include Marx, Baran, Sweezy, Galbraith, Friedman and others. Prerequisite: Introduction to Economics.

Offered in 1973-74 and alternate years.

214b ECONOMICS OF MINORITIES

Mr. Dixon

Examination of contemporary economic theories and policies for positive and negative impact on minority groups, with primary focus upon Black people. Prerequisite: Introduction to Economics.

216b WESTERN EUROPEAN ECONOMIC DEVELOPMENT Mr. DuBoff

Selected topics in the economic history of Britain, France, Germany and Italy since 1760 are examined, both theoretically and empirically. Representative topics may include the "industrial revolution," technological change, demographic trends, the growth of international trade and finance, the impacts of the world wars, and the effects of national economic policies. Prerequisite: Introduction to Economics, or permission of the instructor.

Offered in 1972-73 and alternate years.

218b SEMINAR IN LABOR RESOURCES

Mr. Coleman

Selected issues in the functioning of labor markets and the development of human resources. Illustrative topics: frictions in labor markets from unskilled through professionals, ideology in contrasting work groups, rise and status of labor unionism, public policy on collective bargaining, investment in education and training. Prerequisite: Introduction to Economics.

Offered in 1972-73 and alternate years.

220b MATHEMATICS FOR ECONOMISTS

Mr. Farley

Application of mathematical techniques—derivatives and differentiation, integration, difference and differential equations, vector and matrix algebra—to the construction of economic models. Models are chosen from the theory of the firm and the theories of income determination and economic growth. Prerequisites: Introduction to Economics or permission of the instructor.

Offered in 1973-74 and alternate years.

222b HISTORY OF ECONOMIC THOUGHT

Mr. DuBoff

Examination of the contributions to economic thought of the Mercantilists, Smith, Ricardo, Marx, Mill, Marshall, Keynes, and others. Particular emphasis on the development of theories relating to economic growth, the stationary state, value and distribution, international trade, and the role of the state. Prerequisites: Introduction to Economics or permission of the instructor.

224a THE POLITICS AND ECONOMICS OF THE CITY

Mr. Waldman and Mr. Gubins

Analysis of the problems of the city, using the tools that have been developed by political scientists and economists. The contrasting approaches of the two disciplines are illustrated by the examination of several themes, including centralization versus decentralization, and the question of who pays for and who benefits from urban services. The modes of political and economic analysis developed are applied to two of the major policy areas of the 1970's: education and unemployment. Prerequisite: Political Science 151a or Introduction to Economics.

- 301a STATISTICAL METHODS IN ECONOMICS** Mrs. Hunter
Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. The computer programming and other techniques required are developed as part of the course. Prerequisite: Introduction to Economics.
- 302b INTRODUCTION TO ECONOMETRICS** Mrs. Hunter
Further development of the econometric theory presented in Economics 301a and consideration of its most important empirical economic applications. Each student does a six-week empirical research project using multiple regression and other statistical techniques. Prerequisite: Economics 301a or permission of the instructor.
- 303a MACROECONOMIC ANALYSIS** Mr. Gubins
Rigorous review of the theoretical foundations of income determination, monetary phenomena, and fluctuations in price level and employment. Introduction to dynamic processes. Prerequisite: Introduction to Economics.
- 304b MICROECONOMIC ANALYSIS** Mr. Gubins
Systematic investigation of analytic relationships underlying consumer welfare, efficient resource allocation, ideal pricing, and the distribution of income. Half of the course is devoted to the application of microeconomic theory to current problems. Prerequisite: Introduction to Economics.
- 305b DEVELOPMENT ANALYSIS** Mr. Hunter
Theoretical treatment of the structural changes associated with the process of economic development, especially in poor countries, and rigorous analysis of criteria for policy judgments in development programming. Introduction to input-output and linear programming methods. Prerequisite: Introduction to Economics.
- 306b RESEARCH SEMINAR ON URBAN ECONOMICS** Mr. Gubins
Independent empirical research on selected manpower development, poverty, and urban problems of the Philadelphia region. Weekly seminars are concerned with problems of research. Prerequisite: Economics 224a or permission of the instructor.
- 307b RESEARCH SEMINAR ON COMMUNIST DEVELOPMENT** Mr. Hunter
Students investigate past or prospective development processes in the USSR, Eastern Europe or China, selecting a conceptual or empirical problem and applying social sciences analytic methods. Prerequisite: Economics/Political Science 211a or permission of the instructor.
- 308a RESEARCH SEMINAR ON INTERNATIONAL TRADE** Mr. Farley
Student research involves constructing measures of recent development between trading nations, testing hypotheses using existing data and current statistical techniques, or attempting extensions of international trade theory. Prerequisite: Economics 206b or permission of the instructor.

309b APPLIED MICROECONOMICS

Mr. Gubins

The models and analytic techniques developed in microeconomic theory are applied to problems of significance for public policy. For 1972-73 the problems will be health services and environmental protection. Prerequisite: Economics 304b.

Offered in 1972-73 and alternate years.

399b SENIOR SEMINAR

Staff

Weekly seminar for developing perspective, filling gaps, and pulling together the theory and practice of economics. Senior majors choose topics, prepare analyses, and review their implications. Questions for the comprehensive examination grow out of the seminar.

480, 481 INDEPENDENT STUDY

ENGLISH

Professor JOHN ASHMEAD, JR.

Professor JOHN A. LESTER, JR.

Professor EDGAR SMITH ROSE

Professor ALFRED W. SATTERTHWAITE, *Acting Chairman*

Associate Professor JAMES C. RANSOM

Assistant Professor FREDERICA W. BRIND

Assistant Professor ELAINE MAIMON

Assistant Professor SANDRA G. MALARD

The Department of English aims to make accessible to students their cultural heritage in English and to help them perfect their reading and writing skills. These aims are reciprocal. Only if students read well are they able to possess their heritage; only if they realize through literature the full resources of language will their own writing attain the desired level of effectiveness.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the Department provides preliminary education for all these purposes. The study of literature in English is recommended likewise to those students who intend to enter a non-literary profession such as law, government service, the ministry, medicine, or business. The Department welcomes such students.

MAJOR REQUIREMENTS

A variety of major programs is available in the Department of English, limited by the following provisions: The details of each major's program will be worked out with his major advisor. Upon the Chairman's approval, this program becomes the anticipated basic plan of the student's academic work in the major, subject to revision in consultation with the major advisor and, on occasion, with other members of the Department.

Ten English courses will be required. The program must include two semesters of introductory work in the English literary tradition (English 101, a two-semester course), and English 398b (Senior Departmental Studies). In addition, all majors must take at least seven other courses pertinent to advanced English (or American) studies. The following models represent the Department's conception of four different sorts of major programs available in the present English curriculum:

- A. English Literature: 133a, 134b, 233a, 234b, 333a, 334b, 355a, one Topic course.
- B. American Literature: 234b, 270b, 333a, 334b, 245a, 246b, two Topics courses.

C. Major Authors: 355a, 270b, 361a, 233a, 234b, two Topics courses on individual figures.

D. American Studies: four courses in American literature; three related courses in American history, political science, economics, or some other field or combination of fields.

It is expected that all majors will choose at least four courses from one of these models.

To make up the total of ten courses required for the major, students may take additional courses provided in the chosen model, or they may be given credit for any other course available in the English curriculum. Furthermore, major credit will be given for two semester courses in a foreign literature in the original language, or in classical civilization.

Related courses not in the English Department are strongly recommended. These include courses in classical civilization, literature and philosophy; the literature of the Bible, Humanities 201, British and American history, the history and philosophy of science, Psychology 223a (Theories of Personality), and courses in the Fine Arts and in Music.

In summary, three specific courses are required of all majors (101a-b, 398b); and at least four others chosen from a model, making a total of seven. Three additional courses are required, which may be chosen from the model beyond the four required, or may be chosen from those recommended above, exclusive of the model, including designated courses outside the Department.

The minimum passing grade for a course to be counted for the major is 70.

Courses taken in English at Bryn Mawr College (under the terms specified elsewhere in this catalog) may count toward the major, including any course at Bryn Mawr College which the Department judges to be the equivalent of a required course at Haverford College.

A reading knowledge of at least one foreign language is desirable. Students who plan to proceed to graduate work are reminded that many graduate schools require a reading knowledge of both French and German, and some of the leading ones require a knowledge of Latin also for the Ph.D. degree in English.

The Comprehensive Examination will be determined by the Department, in consultation with the student, according to the student's individual program.

To consider as fully as possible the current interests of advanced students regarding Topics courses, to review other courses in the English curriculum, and to propose course offerings for the following year the English Faculty will meet with all English majors and prospective majors in March of each academic year.

REQUIREMENTS FOR HONORS

Students whose work shows superior achievement will be invited to become Honors candidates at the beginning of their senior year. Candidates for Honors must achieve a superior average in all English courses (including 398b) completed in their junior and senior years. Superior achievement will be the only criterion, but in no case will an average of less than 85 be accepted.

Each Honors candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the Department not later than May 1st of the student's senior year. To be accepted for Honors this paper must, in the judgment of the English faculty, reveal superior achievement.

Honors are awarded on the basis of achievement in courses, an Honors project, and the comprehensive examination. High Honors are granted on the further evidence of distinction in an oral examination.

101a-b MAJOR WORKS OF ENGLISH LITERATURE Staff

A required, two-semester introductory course for students intending to major in English. Open to other students. Offered jointly by Haverford and Bryn Mawr, with sections on both campuses. In substance, a critical study, in chronological sequence, of major works by major authors, including Chaucer, Spenser, Shakespeare, Milton, Pope and Wordsworth, plus a major novel.

133a LITERATURE OF THE ENGLISH RENAISSANCE (I) Mr. Satterthwaite

A critical study of the literature of the Tudor age.
Offered in 1973-74 and alternate years.

134b LITERATURE OF THE ENGLISH RENAISSANCE (II) Mr. Satterthwaite

A critical study of the literature of the late Elizabethan period through the early Stuart reigns.
Offered in 1973-74 and alternate years.

142a THE ART OF POETRY Mr. Ransom

The analysis and composition of poetry in terms of such formal considerations as persona, image, metaphor, prosody, and genre. Analysis and discussion will focus on selected poems by diverse poets living at diverse times in diverse places, as well as on the compositions of members of the class. Prerequisite: consent of the instructor. Enrollment limited.

147a LINGUISTICS, RHETORIC, AND LITERATURE Mr. Ashmead

An inquiry into applications of the new linguistics and the new rhetoric to the study, appreciation and writing of literature. The course concentrates on a special topic, usually with the aid of visiting scholars.
Offered in 1973-74 and alternate years.

221a THE RISE OF THE NOVEL Mr. Rose

A concentrated study of selected works of fiction from Defoe to Austen, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view.
Not offered in 1972-73.

222b THE DEVELOPMENT OF THE NOVEL Mr. Lester

An exploration of the range of the novel, in form and substance, in the 19th and 20th centuries.

- 233a THE AGE OF MILTON Mr. Rose
Selected works by Milton in the context of metaphysical poetry, baroque prose, and Restoration drama.
- 234b THE NEOCLASSICAL MOVEMENT Mr. Satterthwaite
A study of some of the major works of Swift, Pope and Johnson.
Offered in 1972-73 and alternate years.
- 245a AMERICAN LITERATURE AND AMERICAN STUDIES BEFORE 1890 Mr. Ashmead
An inquiry into the relationships of American literature and American culture mainly before 1890, centering on examination of a few related issues, forms or topics, especially as these have relevance today.
- 246b AMERICAN LITERATURE AND AMERICAN STUDIES SINCE 1890 Mr. Ashmead
An inquiry into the relationships of American literature and American culture since 1890, centering on examination of a few related issues, forms, or topics.
- 261a BLACK LITERATURE IN AMERICA
Not offered in 1972-73.
- English 263a AMERICAN LITERATURE OF DIVERSE CULTURAL GROUPS Mrs. Maimon
Analytic reading of novels, stories, plays and poems written by and about women, Blacks, Jews, Catholics, etc. Rather than defining a distinct discipline, the course title provides a rationale for selection of material to expand the scope of the course offerings in American literature. Although the course will emphasize interpretation, a thematic inquiry into the role of the outsider in American literature will also receive attention. Such writers as Edith Wharton, James Baldwin, Langston Hughes, LeRoi Jones, Gwendolyn Brooks, Bernard Malamud, Philip Roth, Saul Bellow, and Eugene O'Neill will be included.
- 270b SHAKESPEARE Miss Malard
Extensive reading in Shakespeare's plays. Prerequisite: consent of instructor.
- 280b CREATIVE WRITING Mr. Ashmead
Practice in writing short fiction. Regular assignments, class discussions and personal conferences. Prerequisite: upperclass standing and consent of the instructor. Enrollment limited.
- 311a SOUTHERN LETTERS: 1919 TO THE PRESENT Mrs. Maimon
An examination of the flowering of Southern American literature after World War I, with particular emphasis on William Faulkner, John Crowe Ransom, Allen Tate, Robert Penn Warren, Thomas Wolfe, Flannery O'Connor, Eudora Welty, and John Barth. Enrollment limited. Prerequisite: a prior course in English or consent of the instructor.
- 333a THE ROMANTIC PERIOD Mr. Ransom
Critical reading in the literature of the romantic tradition. Prerequisite: consent of the instructor.

- 334b THE VICTORIAN PERIOD Mr. Lester
A study of major achievements in English literature of the 19th century, and of their manifestation of evolving religious, scientific, humanistic and cultural attitudes toward the condition of man.
- 345a BRITISH LITERATURE OF THE TWENTIETH CENTURY Miss Malard
Selected writers in poetry, prose, and drama. Prerequisite: two courses in English above the freshman level. Enrollment limited to juniors and seniors.
- 346b AMERICAN LITERATURE OF THE TWENTIETH CENTURY Mr. Ransom
Selected writers in poetry, prose and drama. Prerequisite: two courses in English above the freshman level. Enrollment limited to juniors and seniors.
- 351a LITERARY THEORY AND CRITICISM Mr. Rose
(Also called Philosophy 351a)
A systematic exploration of various approaches to literature. Reading in aesthetics, criticism, and imaginative literature. Discussions and critical papers.
- 355a CHAUCER AND THE CHAUCERIANS Miss Malard
A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar.
- 361a TOPICS IN SHAKESPEARE Mr. Satterthwaite
Close study of a few plays. Seminar.
- 362b TOPICS IN ENGLISH LITERATURE Mrs. Maimon
Topic for 1972-73: D. H. Lawrence.
- 363a TOPICS IN AMERICAN LITERATURE Mr. Ashmead
Topic for 1972-73: Melville and Mark Twain.
- 364b TOPICS IN AMERICAN LITERATURE Mr. Rose
Topic for 1972-73: T. S. Eliot.
- 366b TOPICS IN AMERICAN LITERATURE Mr. Ashmead
Topic for 1972-73: American Drama and Film: Eugene O'Neill, Edward Albee, and several American film makers.
- 367b TOPICS IN AMERICAN LITERATURE Mr. Ransom
Topic for 1972-73: Ezra Pound, William Carlos Williams and Charles Olson.
- 371a TOPICS IN ENGLISH LITERATURE Mr. Lester
Topic for 1972-73: W. B. Yeats.
- 373a TOPICS IN ENGLISH LITERATURE Mr. Lester
Topic for 1972-73: James Joyce.
- 375a TOPICS IN ENGLISH LITERATURE Mr. Satterthwaite
Topic for 1972-73: Gerard Manley Hopkins.

378b TOPICS IN ENGLISH LITERATURE

Miss Malard

Topic for 1972-73: The Secular and Religious Hero in the Middle Ages and in the Early Renaissance.

398b SENIOR DEPARTMENTAL STUDIES

Staff

A required course for majors, English 398b reviews the work of the program in preparation for the Comprehensive Examination. Procedure each year will be determined at a September inquiry.

480 INDEPENDENT STUDY

Staff

Project courses consist of individual study and writing under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Candidates for Honors are expected to undertake, in the last semester of the senior year, a project leading to the Honors paper.

FINE ARTS

Associate Professor CHARLES STEGEMAN, *Chairman*

Assistant Professor CHRISTOPHER CAIRNS

Instructor GLENN A. MCCURDY

At Bryn Mawr

Associate Professor FRITZ JANSCHKA

The aims of the courses in the field of Fine Arts are dual:

1—For the students not majoring in Fine Arts:

to develop the visual sense to the point where it increases human perception, and to present to the student the knowledge and understanding of all art forms and their historical context.

2—For students intending to major:

beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a form of art.

MAJOR REQUIREMENTS

For those majoring in Painting or related two-dimensional disciplines: required courses: Fine Arts 101; two courses of Fine Arts 115a or b, 225a or b, 231a or b, 241a or b, 251a or b; Fine Arts 233a and b; Fine Arts 333a or b; Fine Arts 371a or b; Fine Arts 499, plus three Art History courses to be taken at Bryn Mawr.

For those majoring in Sculpture or related three-dimensional disciplines: required courses: Fine Arts 101; two courses of Fine Arts 115a or b, 225a or b, 231a or b, 241a or b, 251 a or b; Fine Arts 243a and b; Fine Arts 343a or b; Fine Arts 371a or b; Fine Arts 499, plus three Art History courses to be taken at Bryn Mawr.

101 FINE ARTS FOUNDATION PROGRAM

Messrs. Cairns, Stegeman and McCurdy

Drawing—D; Painting—P; Photography—F; Sculpture—S

This course aims at introducing the student to at least three different disciplines from the four presently offered by the department: drawing, painting, photography and sculpture. Each subject will be an introductory course, dealing with the formal elements characteristic of the particular subject as well as the appropriate techniques. In discussing these disciplines their interrelationships will be shown. Part of the work will be from Life model in drawing, painting and sculpture. These subjects will be offered as half-semester courses; one can choose all four in either or both semesters for two course credits or any three for one-and-one-half credits.

The course will be structured so that the student experiences the differences as well as the similarities between the various expressions in art, thus affording a "perspective" insight into the visual process as a basis for artistic expression. Enrollment limited.

115a,b GRAPHIC ARTS Mr. Janschka

Offered at Bryn Mawr College.

225a,b ADVANCED DRAWING Mr. Janschka

Offered at Bryn Mawr College.

231a,b DRAWING ALL MEDIA Mr. Stegeman

This course will deal with the various drawing media, such as charcoal, conté, pencil, ink and mixed media. It will explore the relationship between media, techniques and expression. The student will be exposed to the problems involving space, design and composition as well as "thinking" in two dimensions. Part of the work will be from Life model. May be repeated for credit. Prerequisites: Fine Arts 101 and consent of the instructor.

233a,b PAINTING: MATERIALS AND TECHNIQUES Mr. Stegeman

This course will allow a thorough investigation of the problems of (1) form, color texture and their interrelationships, (2) influence of the various painting techniques upon the expression of a work, (3) the characteristics and limitations of the different media, (4) control over the structure and composition of a work of art, and (5) the relationships of form and composition, and color and composition. Media will be primarily oils but acrylics, watercolors and egg tempera will be explored. Part of the work will be from Life model. May be repeated for credit. Prerequisites: Fine Arts 101 and consent of the instructor. Enrollment limited.

241a,b DRAWING ALL MEDIA Mr. Cairns

This course will deal in essence with the same problems as Fine Arts 231a, b. However, some of the drawing media will be clay modeling in half-hour sketches; the space and design concepts solve three-dimensional problems. Part of the work will be done from Life model. May be repeated for credit. Prerequisites: Fine Arts 101 and consent of the instructor.

243a,b SCULPTURE: MATERIALS AND TECHNIQUES Mr. Cairns

This course develops (1) the awareness of the behavior of objects in space, (2) the concepts and techniques leading up to the control of form in space, and (3) the characteristics and limitations of the various sculpture media and their influence on the final work. Clay modeling techniques will be used predominantly but not exclusively. Part of the work will be done from Life model. Students will learn fundamental casting techniques. May be repeated for credit. Prerequisites: Fine Arts 101 and consent of the instructor. Enrollment limited.

251a,b PHOTOGRAPHY Mr. McCurdy

A course in the use of photography to record and express information and emotion. Basic camera techniques and black/white processing will be taught, but emphasis will be on the creation of prints. May be repeated for credit. Prerequisites: Fine Arts 101 and consent of the instructor. Enrollment limited.

333a,b EXPERIMENTAL STUDIO (PAINTING) Mr. Stegeman
Prerequisites: Fine Arts 233a or b, and consent of the instructor. Enrollment limited.

343a,b EXPERIMENTAL STUDIO (SCULPTURE) Mr. Cairns
In these studio courses the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of painting or sculpture techniques and is at the stage where personal expression has become possible. At the end of the semester the student will exhibit his project. May be repeated for credit. Prerequisites: Fine Arts 243a or b, and consent of the instructor. Enrollment limited.

371a,b ANALYSIS OF THE VISUAL VOCABULARY: PAINTING AND SCULPTURE SINCE WORLD WAR II Mr. Stegeman
This illustrated lecture and discussion course aims at developing the visual sense; at establishing a link of understanding between things seen and perceived, and concepts; at analyzing and understanding the meaning of art; at knowing and evaluating the individual expression of artists of the last twenty-five years. Enrollment limited to 50.

481a,b INDEPENDENT STUDY Messrs. Cairns and Stegeman
This course gives the advanced student the opportunity to experiment with his concepts and ideas and to explore in depth his talent. Prerequisite: consent of the instructor.

499 SENIOR DEPARTMENTAL STUDIES Staff
In this course the student reviews the depth and extent of his experience gained, and in so doing creates a body of work giving evidence of his achievement. At the end of the senior year the student is expected to produce—in essence—a one-man show of his work.

FRENCH

Professor BRADFORD COOK, *Chairman*
Professor MARCEL M. GUTWIRTH
Assistant Professor PATRICK MCCARTHY

Admission of new students to all French courses except 001 is contingent upon placement examinations administered by the Department prior to the opening of such courses.

Students who complete French 001 with distinction are given opportunity to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Students who might profitably spend their junior year in France are encouraged by the Department to apply for admission to the institutions sponsoring foreign study groups.

The program in French is designed to give the student some facility in handling the French language by elucidation and review of fundamentals, by a progressive course of reading, and by constant practice in hearing, speaking, and writing French. Close scrutiny of style and structure, of moral and artistic intentions, orients the study of the masterpieces of French literature, which the student is then ready to approach, toward a heightening of his perception of artistic achievement, an enlargement of his understanding of both heart and mind. Reading in the original of the works of major figures such as Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

MAJOR REQUIREMENTS

French 202a, 202b, 203a, 203b, 311a, b and 490b.

Supporting courses to be arranged in individual conference with the major supervisor.

Comprehensive examination.

REQUIREMENTS FOR HONORS

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. High Honors will be determined by a further oral examination.

001 INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT

Staff

Pronunciation and intonation; grammar, with oral and written exercises; reading, in the second semester, of easy texts of literary merit.

This course is not open to freshmen who have had more than two years of high-school French.

101 INTERMEDIATE FRENCH

Staff

Training in the language is pursued on the basis of a sampling of works designed to acquaint the student with the range of French thought and letters, from François Villon to the present. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 001 or satisfactory performance on a placement test.

201a DICTION AND COMPOSITION IN FRENCH

Mr. McCarthy

Intensive language work in a small class grammar review, compositions, pronunciation drill, oral reports. The work is centered on literary topics (e.g., the contemporary theatre), but the emphasis is on perfecting linguistic performance. Prerequisite: consent of the instructor.

201b *EXPLICATION DE TEXTES*

Mr. McCarthy

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods comes under scrutiny. Prerequisite: French 201a or the equivalent.

202a THE CLASSICAL AGE

Reading in the French 17th century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 201b or the equivalent.

Offered in 1973-74 and alternate years.

202b THE TWENTIETH CENTURY

Three generations, those of Gide, Malraux, and Sartre, are examined in representative novels, plays, essays, and poems. Prerequisite: French 201b or the equivalent.

Offered in 1973-74 and alternate years.

203a NINETEENTH CENTURY LYRIC POETRY

Mr. Gutwirth

The lyrical rebirth of the 19th century: Vigny, Baudelaire, Rimbaud, Mallarmé. Prerequisite: French 201b or the equivalent.

Offered in 1972-73 and alternate years.

203b THE NOVEL FROM LACLOS TO PROUST

Mr. McCarthy

The rise of the modern novel in France from the late 18th to the early 20th century with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 201b or the equivalent.

Offered in 1972-73 and alternate years.

311a ADVANCED TOPICS IN FRENCH LITERATURE Mr. Cook

Topic for 1972-73: Catholic and Protestant Writers: the art and religious climate of selected works from Gide, Mauriac, Bernanos and Hawthorne. Prerequisite: consent of the instructor.

311b ADVANCED TOPICS IN FRENCH LITERATURE Mr. Gutwirth

Topic for 1972-73: Racine.

480a,b INDEPENDENT STUDY Staff

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

490b SENIOR DEPARTMENTAL STUDIES Staff

Masterworks from the Renaissance to the present. A representative sample of major works by twelve writers of the first rank is assigned in this course, together with a recent scholarly appraisal of each writer, to allow the student to form a view of the high points of the literary tradition against a background of authoritative, up-to-date assessment. From Montaigne to Proust the readings cover a span of four centuries, and they range from Voltaire's polemic wit to Baudelaire's aesthetic detachment. The object of the course is to cap the student's acquaintance with French literature by a reconsideration of some of its main achievements. Among the writers presented are: Pascal, Molière, Racine, Flaubert, Gide. Prerequisite: senior standing or permission of the Department.

FRENCH CIVILIZATION

241a THE IMPRESSIONIST ERA Mr. McCarthy

(Also called History 241a)

A study of late 19th century French civilization: painting, literature and history. Examination of the Impressionist and post-Impressionist painters (with slides and guest lectures). Readings from Flaubert, Zola, Maupassant and the poets. Study of selected topics from the history of the Third Republic. Particular attention is paid to the links among the various cultural and social phenomena. A knowledge of French is not required.

243b CONTEMPORARY FRANCE Mr. McCarthy

(Also called History 243b)

An examination of the main political, social and cultural trends of contemporary France. Selected topics in French history from 1940 to the May riots and the resignation of De Gaulle. Discussion of current events. Study of the structure of French family life, of the educational system, etc. Readings from such authors as Céline, Camus, Sartre, Robbe-Grillet and Cayrol. A knowledge of French is desirable but not required.

COURSES OFFERED AT BRYN MAWR

305a	MOLIÈRE	Mr. Defaux
305b	APOLLINAIRE, SUPERVIELLE, CÉSAIRE	Miss Jones
306a	LE THÈME DE PARIS DANS LA LITTÉRATURE FRANÇAISE	Miss Lafarge
306b	L'IMAGE DE LA FEMME DANS LA LITTÉRATURE FRANÇAISE	Miss Lafarge

GENERAL COURSES

ASTRONOMY 099a NUMERICAL METHODS

Mr. Green

This course is designed for those students who wish to gain a knowledge of numerical methods as applied in the humanities, social and natural sciences, in part through the use of statistics and in part otherwise. During the semester the student is expected to gain a familiarity and competence in the use of an internally programmed computer such as the College's IBM 360/44. The course treats data processing, the more common statistical techniques, matrix diagonalization and the simpler related algebraic problems, numerical integration and differentiation of functions of one or more variables, and the solution of certain differential equations. The limited requisite knowledge of the calculus which is required will be developed in detail as the course proceeds. This course is open to students at all levels. Prerequisite: familiarity with high school mathematics.

ASTRONOMY/PHILOSOPHY 136b HISTORY AND PHILOSOPHY OF SCIENCE

Mr. Green

(Also called Astronomy 136b and Philosophy 136b)

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward through the special and general theory of relativity, and the history of optics and atomic structure leads to quantum mechanics. The gradual recognition of man as a biophysical system is presented. The development of our ideas as to the nature of science, the implication of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed.

HUMANITIES 201 INTERPRETATION OF LIFE IN WESTERN LITERATURE

Mr. Butman

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans Western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method.

HUMANITIES 301 TWENTIETH CENTURY FICTION

Mr. Gutwirth

A reading of major works from Proust to Borges, by way of Joyce, Thomas Mann, and Italo Svevo. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 15 students. Prerequisite: consent of the instructor.

HUMANITIES 305 HISTORY OF FILM

Mr. Paul

A survey of the feature-length fiction film from the early silent period to the sixties, including films by Griffith, Eisenstein, Murnau, Chaplin, Keaton,

Lang, Lubitsch, Renoir, Welles, Ophuls, Mizoguchi, Godard, Chabrol. Special attention will be paid to changing attitudes in film aesthetics. Critical papers on the films shown will be required. Prerequisite: consent of the instructor.

LINGUISTICS 147a LINGUISTICS, RHETORIC AND LITERATURE

Mr. Ashmead

(For course description, see English 147a)

LINGUISTICS 308 INTRODUCTION TO LINGUISTICS

Miss Dorian

Language in the social context: human versus animal communication; childhood language acquisition; bi-lingualism; regional dialects; usage and the issue of "correctness"; social dialects; speech behavior and other cultures.

Offered at Bryn Mawr as Interdepartmental Course 308.

SOCIAL SCIENCE 216a AFRICAN CIVILIZATION

Messrs. Mortimer or MacGaffey

Selected problems in the study of culture and politics in Africa, with emphasis on a major country or region, different each year. In 1972-73: French-speaking Africa. Visits by artists, writers, academic commentators and statesmen. Research papers. Prerequisite: one year of social science and one year of humanities or consent of the instructor.



GERMAN

Professor JOHN R. CARY, *Chairman*
 Assistant Professor KATRIN T. BEAN
 Assistant Professor MARIA MARSHALL
 Assistant Professor ROBERT E. STIEFEL

The program of German is designed to enable the student to express himself in the spoken language, as well as to read, interpret and write about the best and most representative German literature. From the early use of German in beginning classes to the investigation of style and structure in German literature, the student becomes increasingly aware of the particular insights into human values and actions associated with authors like Goethe and Schiller, Kleist, Stifter, Kafka, Rilke, and Thomas Mann, and with epochs like early 19th century Romanticism or 20th century Expressionism. The German literary tradition forms an essential part of Western culture; acquaintance with that tradition should provide a heightened perception of the human condition and of artistic achievement.

German 011, 022 and 150a are primarily language courses. All students offering German for entrance are placed at the level where they presumably can profit best by the course, according to a placement test given by the Department. Work in the Department should be supplemented, whenever possible, by study in a language school or a university in Germany, Austria, or Switzerland.

The German Departments of Haverford College and Bryn Mawr College cooperate in order to offer the widest possible range of courses to students in both colleges.

MAJOR REQUIREMENTS

German 351b, 352a; at least two other 300 courses to be arranged in individual conference with the major advisor; 490. German 351b, 352a and 490 must be taken at Haverford. All other courses may be taken at Bryn Mawr.

Supporting courses to be arranged in individual conference with the major advisor.

Comprehensive examination.

REQUIREMENTS FOR HONORS

Honors in German will be awarded on the basis of consistently high quality work in the literature courses, including at least one project course. High Honors will be determined by a further oral examination.

011 BEGINNING GERMAN

Staff

The course consists of five class meetings per week in sections of approximately ten students. The first semester covers the entire grammar, and particularly stresses understanding, speaking and writing of carefully controlled compositions. In the second semester increased importance is given to reading as the course progresses.

022 INTERMEDIATE GERMAN

Staff

The course consists of three class meetings per week in sections of approximately twelve students. Attention is given to specific grammatical difficulties and to vocabulary building. Modern literary texts are used as the basis of further language instruction and for the acceleration of reading speed. Progress in the language is supplemented by guided essay writing and textual interpretation. Prerequisite: German 011 or a satisfactory performance on a placement test.

055 GERMAN READING COURSE

Mrs. Marshall

A special course designed for those who wish to acquire only a reading knowledge of German expository prose. The course may be used to fulfill the requirements of certain departments or graduate schools, but not the College foreign language requirement.

Offered in 1973-74 and alternate years.

150a ADVANCED TRAINING IN THE GERMAN LANGUAGE

Mrs. Marshall

Careful attention is given to the development of fluency in speaking and writing German. A variety of styles and readings forms the basis of conversation, with a constant emphasis on an articulate and varied oral and written expression. Prerequisite: consent of the instructor.

152b INTRODUCTION TO THE GERMAN LITERARY TRADITION

Mr. Stiefel

The course offers a foundation in the techniques of literary analysis as well as an introduction to the significant genres of the German literary tradition. It approaches the materials with respect to genre and focusses on a close reading of the text. Prerequisite: German 150a or the equivalent.

351b GOETHE AND SCHILLER

Mr. Cary

Selected major works of both authors, with primary focus on prose and drama. Prerequisite: German 152b or the equivalent.

Offered in 1973-74 and alternate years.

352a THE ROMANTIC MOVEMENT IN GERMAN LITERATURE

Mr. Stiefel

A study of major writers of the Romantic movement (such as Novalis, Tieck, Brentano, Hoffmann, Eichendorff, and Heine). Occasional lectures on the interrelationship of the music and literature of the period as evidenced in the literature itself. Prerequisite: German 152b or its equivalent.

Offered in 1972-73 and alternate years.

353b MODERN GERMAN LITERATURE

Mr. Cary

An exploration of a few related authors and their works, especially as these mark significant and lasting new directions in German literature. Prerequisite: German 152b or its equivalent.

Offered in 1972-73 and alternate years.

354a GERMAN LYRIC POETRY

Mr. Stiefel

A study of representative poets (such as Goethe, Moerike, Hofmannsthal, and Rilke), with occasional reference to their predecessors and contemporaries. Prerequisite: German 152b or the equivalent.

Offered in 1973-74 and alternate years.

480 INDEPENDENT STUDY

Staff

This course offers the student of German literature an opportunity to probe more deeply and more independently into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of the individual student.

490 SENIOR DEPARTMENTAL STUDIES

Staff

Conference on selected writers. Members of the Department will share in conducting of the conferences, which will focus on the works of authors to be included on the comprehensive examination.

COURSES IN GERMAN CIVILIZATION NOT REQUIRING THE USE OF GERMAN

271a THREE COSMOLOGIES

Mr. Stiefel

A study of three epics, each of which is a major document of the German cultural tradition: Wolfram von Eschenbach's *Parzival* (c. 1200), Goethe's *Faust* (c. 1800), and Thomas Mann's *Joseph and his Brothers* (c. 1935).

Offered in 1973-74 and alternate years.

272a THOMAS MANN'S DOCTOR FAUSTUS

Mr. Stiefel

A study of Thomas Mann's novel *Doctor Faustus* (1947). The novel will be read at the beginning and at the end of the term; during the middle weeks related stories and essays by Mann will be considered. The book's sources will also be examined, including the Bible, the *Faust Book* of 1587, Dürer, Shakespeare, and Nietzsche. Finally, the course will include introductory lectures, listening sessions, and discussions concerning the music and musicians central to the book: Monteverdi, Beethoven, Wagner, Mahler, Stravinsky, and Schoenberg. Prerequisite: consent of the instructor.

Offered in 1972-73 and alternate years.

278b EXPRESSIONISM IN GERMAN CULTURE

Mr. Cary

(Also called History 278b)

A study of the movement which flourished roughly 1910-1922 and which is one of the major sources of the modern Western aesthetic. The course will focus on the German contribution, but attention will be given to the European setting (e.g. Strindberg, the French Post-Impressionists). Emphasis will be given to writers (Kafka), the theater (the young Brecht), film ("The Cabinet of Dr. Caligari", "Metropolis"), painting (Kandinsky, Klee), and music (Berg's adaptation of Büchner's "Woyzeck"). Guest lecturers.

COURSES OFFERED AT BRYN MAWR

302	MEDIEVAL GERMAN LITERATURE	Mr. Scott
304	THE GERMAN <i>NOVELLE</i>	Mr. Scott
305	GERMAN DRAMA	Mr. Bänziger

HISTORY

Professor EDWIN B. BRONNER*

Professor JOHN P. SPIELMAN, JR.**

Associate Professor LINDA G. GERSTEIN

Associate Professor ROGER LANE, *Chairman*

Associate Professor JOHN W. MCKENNA***

Visiting Associate Professor KATHRYN L. MORGAN†

Instructor DOROTHY V. BOREI

The study of history involves a reflective and critical analysis of human civilization through an investigation of a wide variety of its characteristic institutions. The curriculum in history is designed to encourage the development of both critical and reflective habits of mind by balancing emphasis on primary source materials with the study of important secondary works. While the Department emphasizes the western tradition, it welcomes comparative studies and seeks to relate its courses to the broadest possible spectrum of academic disciplines.

The Department has no specific language requirement, but students who wish to major in History should note that some advanced courses require special preparation in foreign languages.

MAJOR REQUIREMENTS

History 111 plus eight additional semesters in history, which must include History 361f and History 399i (both of which are half-course units) and one topics course or independent study course involving a substantial written paper.

Four semesters in related departments. At least two of these must be courses above the introductory level.

Majors in history must take either a full year course at the intermediate level or at least one semester at the advanced level in three of the following fields: 1) Ancient History, 2) Medieval History, 3) Modern European History, 4) American History. With his advisor's approval a major may substitute appropriate courses in Latin American, African, Near or Far Eastern History for one of these fields. Any or all of these courses may be taken at Bryn Mawr.

History 361f and History 399i are half-course units required of all majors. The first, a seminar on the critical use of evidence, is normally taken the first semester of the junior year; the second, a seminar on historiography, in the second semester of the senior year.

*On sabbatical leave, 1972-73.

**On sabbatical leave, first semester, 1972-73.

***On sabbatical leave, second semester, 1972-73.

†On appointment, second semester, 1972-73.

HONORS IN HISTORY

Honors in History will be granted to those senior majors who, in the Department's judgment have combined excellent performance in History courses with a good over-all record. A grade of 85 or above in a History course is considered to represent work of Honors quality. High Honors may be awarded to students showing unusual distinction in meeting these criteria.

COOPERATION WITH BRYN MAWR COLLEGE

The History Departments of Haverford College and Bryn Mawr College cooperate in arranging their offerings so as to enrich as much as possible the opportunities available to students in both institutions. History 111 and several intermediate courses are offered jointly each year, alternating from one college to the other. Additional Bryn Mawr history courses open to Haverford students are listed at the end of this section.

111 INTRODUCTION TO WESTERN CIVILIZATION

Staff, Haverford and Bryn Mawr Colleges

A year course surveying Western European civilization from the fall of Rome to the present. The course deals with both institutional and intellectual currents in the western tradition. Conference discussions and lectures deal with both first-hand materials and secondary historical accounts. Open to freshmen and sophomores only.

119a GREEK CIVILIZATION

Mr. Luman

A general survey of Greek history from Minoan Crete to the fall of Corinth, 146 B.C., focussing on institutions, political and cultural life, social change and historiography. Lectures and discussions.

Offered in 1972-73 and alternate years.

120b ROMAN CIVILIZATION

Mr. Luman

A general survey of Roman history from the era of the foundation of the city to the death of Justinian, concentrating on institutional, cultural and social history, with emphasis on the late Republic and the Empire.

Offered in 1972-73 and alternate years.

201a ENGLISH HISTORY

Mr. McKenna

The evolution of English institutions from the Roman invasion to the Tudors.

Offered in 1972-73 and alternate years.

202 AMERICAN HISTORY

Mr. Lane

American history from colonial times to the present.

Offered in 1972-73 at Haverford, and in alternate years at Bryn Mawr.

203 MEDIEVAL EUROPE

Mr. McKenna

A topical survey of the medieval West from the reforms of Diocletian to the age of exploration. Particular emphasis on the development of political, economic and religious institutions.

Offered in 1972-73 at Bryn Mawr, and in 1973-74 at Haverford.

- 204 REVOLUTIONARY EUROPE Mr. Spielman
The political, intellectual, and technological revolutions in Europe from the late 18th century to 1848.
Not offered in 1972-73.
- 225 EUROPE SINCE 1848 Mrs. Gerstein
The main political, social, and cultural developments of the European states since the mid-19th century.
Not offered in 1972-73.
- 227 THE AGE OF ABSOLUTISM Mr. Spielman
The emergence of the European state system from the early 17th century to the revolutions of the 18th century, including the revolutions in political and scientific thought.
Offered in 1973-74 and alternate years.
- 231b BLACK FOLK HISTORY Mrs. Morgan
An examination of the Afro-American experience through the medium of folklore.
Offered in 1972-73.
- 240b HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner
The Quaker Movement is studied in relation to other intellectual and religious movements of its time and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors and seniors.
Not offered in 1972-73.
- 241a THE IMPRESSIONIST ERA Mr. McCarthy
(See French Civilization 241a)
- 243b CONTEMPORARY FRANCE Mr. McCarthy
(See French Civilization 243b)
- 244 RUSSIAN HISTORY Mrs. Gerstein
A topical study of Russian history from Kiev to the death of Lenin. The first semester will deal with the problem of Russian medieval culture, the growth of Muscovite absolutism, and the impact of the West in the 18th century; the second semester will cover modernization, the growth of the radical intelligentsia and the Russian Revolution to 1924.
Offered in 1972-73 and alternate years.
- 261 HISTORY OF CHINA Mrs. Borei
Survey of Chinese civilization from prehistoric times to the present. The first semester deals with the institutional, social and cultural history of traditional China to 1800; the second semester includes the reform movements of the 19th century, the Revolution of 1911, and the rise of Chinese Communism.
- 278b THE EXPRESSIONIST MOVEMENT Mr. Cary
(See German Civilization 278b)

- 336b THE PROTESTANT REFORMATION Mr. Luman
(See Religion 336b)
- 340a TOPICS IN AMERICAN HISTORY Mr. Lane
 Class discussions and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Topic for 1972-73: Violence in American History.
- 345a SEMINAR IN WESTERN RELIGIOUS HISTORY Mr. Luman
(See Religion 345a)
- 347a TOPICS IN FAR EASTERN HISTORY Mrs. Borei
 Seminar meetings and extensive research based on primary sources in translation and on interpretive essays. May be repeated for credit with change of content. Topic for 1972-73: Nationalism in Modern Japan.
- 351a TOPICS IN REGIONAL HISTORY Mr. Bronner
 May be repeated for credit with change of content.
Not offered in 1972-73.
- 352b RELIGIOUS UTOPIAN MOVEMENTS IN THE UNITED STATES Mr. Bronner
 Utopian movements in the United States, with special emphasis on religious utopian thought and communities from colonial times to the present.
Not offered in 1972-73.
- 355b TOPICS IN EUROPEAN HISTORY Mr. Spielman
 Seminar meetings and an extensive research paper based on reading in primary and secondary sources. May be repeated for credit with change of topic. Topic for 1972-73: The French Revolution, 1789-1795. Prerequisite: a reading knowledge of French. Topic for 1973-74: to be announced.
- 356b TOPICS IN MODERN EUROPEAN HISTORY Mrs. Gerstein
 Seminar meetings and papers based on readings in source materials and interpretive works. May be repeated for credit with change of content. Topic for 1972-73: to be announced. Prerequisite: History 111 or consent of the instructor.
- 357a TOPICS IN BRITISH HISTORY Mr. McKenna
 Seminar meetings and a substantial paper. May be repeated for credit with change of content. Topic for 1973-74: to be announced. Prerequisite: consent of instructor.
Offered in 1973-74 and alternate years.
- 358b TOPICS IN MEDIEVAL HISTORY Mr. McKenna
 Seminar meetings and a substantial paper based chiefly on contemporary sources in translation. May be repeated for credit with change of content. Topic for 1973-74: to be announced. Prerequisite: History 111 or consent of the instructor.
Offered in 1973-74 and alternate years.

- 361f SEMINAR ON HISTORICAL EVIDENCE Staff
Occasional seminar meetings to discuss the nature of historical evidence and critical techniques for handling it; discussions and papers on mute evidence, written sources and the critical edition of a manuscript source. A half-course unit, enrollment limited to History majors, for whom this is a required course.
- 399i SENIOR DEPARTMENTAL STUDIES Staff
Occasional seminar meetings and papers exploring problems of historical interpretation; final oral examination. A half-course unit, enrollment limited to senior majors in History, for whom this is a required course.
- 480a,b,f,i INDEPENDENT STUDY Staff

COURSES OFFERED AT BRYN MAWR

- | | | |
|------|-----------------------------------|--------------|
| 200a | URBAN SOCIETY | Mrs. Lane |
| 209 | EARLY AMERICAN HISTORY | Mrs. Dunn |
| 211b | MEDIEVAL MEDITERRANEAN | Mr. Brand |
| 230 | AFRO-AMERICAN HISTORY | Mr. Aptheker |
| 231a | INTRODUCTION TO FOLK HISTORY | Mrs. Morgan |
| 232a | EX-SLAVE NARRATIVES | Mrs. Morgan |
| 290 | THE CIVILIZATION OF FRANCE | Mr. Silvera |
| 301a | EUROPE IN THE TWENTIETH CENTURY | Mrs. Lane |
| 302 | FRANCE 1559-1661 | Mr. Salmon |
| 303 | RECENT AMERICAN HISTORY | Mr. Dudden |
| 305 | ITALIAN RENAISSANCE | Mrs. Lane |
| 310b | MEXICO | Mrs. Dunn |
| 314 | HISTORY OF SCIENCE | Mr. Culotta |
| 315a | TOPICS IN MODERN BRITISH HISTORY | Mrs. Lachs |
| 320a | HOLLAND'S GOLDEN AGE | Mr. Tanis |
| 321b | REVOLUTION WITHIN THE CHURCH | Mr. Tanis |
| 325b | LIFE AND WORKS OF W. E. B. DUBOIS | Mr. Aptheker |

ITALIAN

Offered at Bryn Mawr College

Lecturer NANCY DERSOFI

Lecturer NICHOLAS PATRUNO, *Chairman*

The aims of the major are to acquire a knowledge of the Italian language and literature and an understanding of Italian culture and its contribution to Western civilization. Majors in Italian are urged to spend the junior year in Italy or to study in appropriate summer schools in Italy or in the United States.

MAJOR REQUIREMENTS

Italian 102a, 201b, 301, 303a, b and at least one other unit of advanced work. For students who enter the College with Italian, proper substitutions will be made. In all courses students are urged to use tapes available in the Language Laboratory.

Allied Subjects include any other language or literature, history, history of art, philosophy, music, political science; with departmental approval, any other field allied to the student's special interests.

REQUIREMENTS FOR HONORS

On the recommendation of the Department a student may undertake Honors work in Italian. The student works in a special field adapted to his own interest under the direction of the Department.

001 ITALIAN LANGUAGE

Mr. Patruno and Miss Dersofi

A practical knowledge of the language is acquired through hearing, speaking, writing and reading, going from concrete situations to the expression of abstract ideas and with a gradual introduction to the reading of Italian literature.

101 INTERMEDIATE COURSE IN THE ITALIAN LANGUAGE

Mr. Patruno and Miss Dersofi

Readings from selected Italian authors and topics assigned for composition and discussion; conducted entirely in Italian.

102a ADVANCED COURSES IN THE ITALIAN LANGUAGE

Mr. Patruno
Advanced work in composition and critical examination of literary texts.

201b NOVEL AND POETRY OF MODERN ITALY

Offered in 1973-74 and alternate years.

301 DANTE

Mr. Patruno and Miss Dersofi

Principal emphasis on the *Divina Commedia*, with some attention to Dante's minor works and the literary currents of the Middle Ages.

303a PETRARCA, BOCCACCIO AND THE EARLY HUMANISTS

Offered in 1973-74 and alternate years.

303b LITERATURE OF THE ITALIAN RENAISSANCE

Offered in 1973-74 and alternate years.

304a FOSCOLO, LEOPARDI AND MANZONI

Miss Dersofi

A study of the Italian Romantic movement as reflected in these writers.

304b LITERATURE OF THE NINETEENTH CENTURY

Mr. Patruno

A study of the literary currents following the Romantic movement; special attention given to *Decadentismo* and *Verismo*.

305a HISTORY OF THE ITALIAN THEATRE

Offered in 1973-74 and alternate years.

SENIOR CONFERENCE

In the first semester weekly meetings devoted to the study of special topics in Italian literature chosen by the students, to be evaluated by a written examination in January. In the second semester each senior will prepare under the direction of the instructor a paper on an author or a theme which he has chosen. There will be a brief oral examination in Italian.



MATHEMATICS

Professor DALE H. HUSEMOLLER, *Chairman*

Instructor VICTOR K. SAPOJNIOFF

Instructor JOANNE S. TRIMBLE

Teaching Assistant EDWIN BETZ

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical development; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 113a, 114b; 113a, 116b; 113a, 118b; 113a, 114b, 118b; and 119a, 220b. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 119a upon consent of the Department.

The more advanced courses cover work in the fields of analysis, algebra, and topology. The student majoring in the Department extends his studies into all of these areas.

A program consisting of Mathematics 113a, 114b, 220b and 221a is especially suited for the needs of the physical sciences, while Mathematics 118b deals with those concepts of statistics and probability which are fundamental to the biological and social sciences. Mathematics 116b is especially appropriate for the general liberal-arts student.

MAJOR REQUIREMENTS

Mathematics 221a, 222b, 331a, 332b, 333a, 334b, 335a, 336b, 399b, and either 361a, 362b or 363a, f, 364b, i. Recommended collateral courses are Physics 115a, 213a; Astronomy 211a; Economics 301a or, for prospective actuaries, Introduction to Economics, and 301a.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

REQUIREMENTS FOR HONORS

Honors will be granted to those senior Mathematics majors who, by means of their course work and the comprehensive examinations, have given evidence of their ability, initiative, and interest in the study of mathematics. High Honors will be awarded to the exceptionally able student.

113a ONE-VARIABLE CALCULUS Messrs. Husemoller and Betz
Differentiation and integration of functions of one variable. Applications: Taylor's formula and series. Elementary differential equations.

114b MULTI-DIMENSIONAL CALCULUS AND LINEAR ALGEBRA Messrs. Husemoller and Betz
Vectors in n -space; partial derivatives; multiple integrals; theorems of Green and Stokes; divergence theorem; introduction to linear algebra. Prerequisite: Mathematics 113a.

116b TOPICS IN MATHEMATICS Staff
A survey of topics in mathematics, including number theory, set theory, topology, geometry, probability, and game theory. The historical and philosophical aspects of mathematics will be emphasized.

118b PROBABILITY AND STATISTICS Staff
Introduction to probability with applications to statistics; least squares approximations; general properties of distribution functions. Prerequisite: Mathematics 113a.

119a CALCULUS AND ANALYSIS Mr. Sapojnikoff and Mrs. Trimble
Review of calculus; series; partial derivatives and multiple integrals; introduction to linear algebra. Open to students with a background in calculus, but not open to those who have taken Mathematics 113a or 114b. Prerequisite: consent of the instructor.

220b ELEMENTARY COMPLEX ANALYSIS Staff
Line integrals; complex derivatives; Cauchy theorem and residue calculations; elementary conformal mapping; harmonic functions; introduction to Laplace transforms. Prerequisite: Mathematics 119a or 114b.

221a LINEAR ALGEBRA Mr. Husemoller
Groups; vector spaces; linear transformations; matrices; eigenvalues and eigenvectors; inner-product spaces; multilinear algebra. Prerequisite: Mathematics 119a or 114b.

222b ANALYSIS I Mr. Husemoller
The real number field; rigorous development of differential and integral calculus; metric spaces; fundamental theorem of ordinary differential equations. Prerequisite: Mathematics 221a.

331a, 332b ANALYSIS II, III Mrs. Trimble
Differential calculus on Euclidean space; inverse and implicit function theorems; the Riemann and Lebesgue integrals; manifolds; Stokes theorem on manifolds; calculus of variations. Prerequisites: Mathematics 221a and 222b.

333a, 334b ALGEBRA

Mr. Sapojnikoff

Topics from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 221a. Prerequisites: Mathematics 221a and 222b.

335a, 336b TOPOLOGY

Mr. Husemoller

General topology. Homotopy theory and fibre bundles; singular homology theory. Prerequisites: Mathematics 221a and 222b.

361a, 362b SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Mr. Sapojnikoff

In 1972-73 the course will cover topics in covering spaces, Riemann surfaces, algebraic curves and singularities. Prerequisites: Mathematics 220b and Mathematics 333a, 334b or consent of the instructor.

363a,f, 364b,i SPECIAL TOPICS IN ANALYSIS AND GEOMETRY

Mrs. Trimble

Half-course each term on the representation theory of finite groups the first term and Lie groups and algebras the second term. Prerequisite: consent of the instructor.

399b SENIOR DEPARTMENTAL STUDIES

Staff

Review and correlation of the various branches of mathematics. Content varies to fit student needs. This course may be taught as a seminar, a tutorial, or a lecture course, depending on student needs.

MUSIC

Professor JOHN H. DAVISON, *Chairman*

Professor WILLIAM H. REESE

Lecturer HAROLD BOATRITTE

Lecturer TEMPLE PAINTER

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities, and creative processes over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music theory, performance and history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice may be elected under Music 117a, 118b. Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore Colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Students and other members of the community may participate in the Bryn Mawr-Haverford Chorus or Orchestra under professional direction. At least one major choral-orchestral work is given every year; numerous smaller concerts feature student composers and performers, as well as visiting artists.

MAJOR REQUIREMENTS

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, (3) direct expression in music through the medium of instrument or voice, and (4) minimal ability in the use of the keyboard. The Music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 011a or 012b, 113a-114b, 211a or 212b, 213a, 214b, 313a, 480a or b, 490. For specialization in music history: Music 011a or 012b, 113a-114b, 211a, 212b, 213a, 214b, 480a or b, 490.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art, and others, as may be approved by the Department.

In addition the Music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public choral or orchestral performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art. In addition, he must demonstrate a keyboard facility sufficient to encompass the needs of his theoretical and compositional studies.

For those specializing in music theory and composition, the comprehensive examination for majors will consist of: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) an examination in music theory including harmony, counterpoint, analysis, dictation, and keyboard harmony.

For those specializing in music history, the comprehensive examination for majors will consist of: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

REQUIREMENTS FOR HONORS

The Honors candidate must perform satisfactorily in all required courses for Music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence being worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of this discipline, involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

011a INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

012b SURVEY OF MUSIC HISTORY

Mr. Davison

A historical survey of the development of musical thought from the plain-song era to contemporary idioms. This course complements Music 011a but may be taken without it. No prerequisite.

111a SEMINAR IN THE HISTORY OF JAZZ

Mr. Davison

Discussion of the origins, phases, social and cultural implications, and present direction of the art of jazz; attention to the similarities and differences between jazz and African, European, rock and avant-garde music; special emphasis on such outstanding recent jazz artists as John Coltrane. Visiting lecturers and performers, as well as student projects and reports, are an important aspect of the course.

113a-114b ELEMENTARY MUSIC THEORY Messrs. Davison and Boatrite

The basic materials of music: melody, scales, intervals, chords, meter and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, sightsinging, and analysis. Previous instruction or experience in some aspect of music is desirable.

115a, 116b SEMINARS IN ANALYSIS AND PERFORMANCE PRACTICE

Mr. Painter

The work of this course will consist of (1) regular performance in a choral, orchestral, or chamber-music group under the Department of Music and (2) classwork involving analysis of the music being performed by these groups in any given semester, as well as related repertoire, with attention given to problems of performance practice. Prerequisites: one semester of study in a music-theory or music-history course and consent of the instructor.

117a, 118b PRIVATE MUSIC STUDY

Private lessons (instrumental, vocal) to be arranged with the Department Chairman.

Academic credit may be granted for private instrumental or vocal study under the following circumstances:

- 1) The instructor must be approved by the Provost and the Music Department Chairman, to whom he will submit a detailed report of the student's work at the end of each semester.
- 2) The student must demonstrate his accomplishment in his chosen field of study at an audition before members of the music faculty, or at a public recital.

A short paper pertaining to the repertoire studied may be required. Prerequisite: One semester of study in a music-theory or music-history course or the equivalent. The lessons will be at the student's own expense; in case of financial need, loans from the College may be arranged.

211a, 212b SEMINARS IN MUSIC HISTORY

Mr. Reese

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The topics of Music 211a, 212b will be altered from year to year so these courses may be repeated for credit, with change of content. Prerequisite: Music 011a or 012b or the equivalent.

Topics for 1972-73:

Music 211a: History of Choral Music.

Music 212b: The Age of Beethoven.

213a, 214b ADVANCED THEORY AND COMPOSITION

Messrs. Boatrite and Davison

A continuation of Music 113a-114b, involving ear-training, keyboard harmony, sightsinging, analysis, and composition. The first semester includes study of fugue and of strict counterpoint as exemplified in the vocal style of the 16th century. In the second semester pieces are written in the forms of the chorale-prelude, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 113a-114b.

312b OPERA

Mr. Reese

A brief history, with concentrated investigation of representative works and theories. Lectures, reading, analysis, reports. Prerequisite: Music 011a or 012b or the equivalent.

Offered in 1973-74 and alternate years.

313a SEMINAR IN 20th-CENTURY MUSIC THEORY AND PRACTICE

Mr. Boatrite

Practical emphasis will be given to analysis of works of representative composers such as Hindemith, Schönberg, and Bartók. Prerequisite: Music 214b.

480a,b INDEPENDENT STUDY-PROJECTS IN MUSIC

Staff

490b SENIOR DEPARTMENTAL STUDIES

Staff



PHILOSOPHY

Professor RICHARD J. BERNSTEIN, *Chairman**

Professor PAUL J. R. DESJARDINS, *Acting Chairman, 1972-73*

Associate Professor L. ARYEH KOSMAN

Associate Professor JOSIAH D. THOMPSON, JR.

Assistant Professor ASOKA GANGADEAN

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more self-critical attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of, and response to, that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies in the arts, the social sciences, the natural sciences, or religion. Finally, the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

All Philosophy majors are expected to have a reading knowledge of at least one foreign language. Some advanced Philosophy courses may require reading knowledge of a foreign language as a prerequisite for admission.

MAJOR REQUIREMENTS

Philosophy 101 (or equivalent), 399b, and eight other semester courses approved by the major supervisor, four from the Philosophy Department and four from some other department or departments closely related to the student's special study in philosophy.

A senior essay, written comprehensive examination, and an oral examination. The written examination will cover the history of philosophy, ethics, social and political philosophy, philosophy of religion, logic, metaphysics, the theory of knowledge, and philosophy of science. The oral examination will be based on the written examination.

REQUIREMENTS FOR HONORS

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. High Honors is granted for distinguished work in the comprehensive and oral examinations and the senior essay.

*On leave of absence, 1972-73.

- 101 HISTORICAL INTRODUCTION TO PHILOSOPHY Staff
 An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns, such as religion, the sciences, and the arts, is sought through a study of selected works of the great philosophers in Western history. No prerequisite. Closed to juniors and seniors except in special cases.
- 103 THE ORIGINS OF PHILOSOPHY Mr. Desjardins
 The relative functions of myth, logic, and history in Homer, Hesiod, the Pre-Socratics. These themes will be investigated in three non-Western cultures: Chinese, Japanese, Dogon. Prerequisite: consent of the instructor.
Not offered in 1972-73.
- 105 PHILOSOPHY: EAST AND WEST Mr. Desjardins
 Critical examination of theories about the differences between East and West in light of selected classical texts: Plato's *Republic*, the Confucian *Corpus*, the *Tao Te Ching*, and some early Chinese, Japanese, and Buddhist literature. Prerequisite: consent of the instructor.
Offered in 1972-73 and alternate years.
- 107a LOGIC Mr. Gangadean
 Examination of classical term logic (syllogistic inference, categorical syllogisms), propositional logic (truth-function theory), and introduction to quantification theory. The interrelations between these will be examined. Stress will be on logic as a theory of discourse—the connection between logic and language will be explored. The above logical theories will be applied to inferences and arguments in ordinary discourse. Examination of validity, formal proof, and properties of a formal system. Some attention will be given to inductive inference. Prerequisite: consent of the instructor.
- 108b ADVANCED LOGIC Mr. Davidson
 A study of the capabilities and limitations of algorithms for proving or refuting conjectures formulated in a first-order predicate logic. Topics considered include the Gödel completeness and incompleteness theorems, decidable and undecidable theories, and the use of computers for proof searches. Some aspects of the foundations of mathematics will be explored. Prerequisite: consent of the instructor.
- 201a PLATO Mr. Desjardins
 A study of a selected group of the Dialogues. Prerequisite: consent of the instructor.
- 204b ARISTOTLE Mr. Kosman
 A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 101.
- 225a, 226b RELIGIOUS TRADITIONS IN INDIA: ANCIENT AND MODERN Mrs. Srinivasan
(See Religion 225a, 226b)

- 301 EARLY MODERN PHILOSOPHY Mr. Kosman
A study of the development of philosophic thought in the seventeenth and eighteenth centuries. Attention will be focused on the writings of representative thinkers. Selections from some of the following: Bacon, Locke, Berkeley, Hume, Descartes, Spinoza, Leibnitz. Prerequisite: consent of the instructor.
- 303a GREEK PHILOSOPHIC TEXTS Mr. Kosman
A close analysis of Greek philosophic writings. Prerequisite: Classics 101a or consent of the instructor.
Not offered in 1972-73.
- 309a PHILOSOPHY OF SCIENCE
A study of important philosophical issues raised by the sciences concerning, among other topics, the nature of scientific explanation and knowledge, law and chance, theory and observation, causality, purpose, freedom and determinism. This course is specifically designed for students without substantial background in natural science. Natural science majors and other students with a substantial background in the natural sciences are referred to Philosophy 356b: The Logic of Explanation. Prerequisite: consent of the instructor.
Not offered in 1972-73.
- 334b KANT Mr. Thompson
A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: consent of the instructor.
- 338a PHILOSOPHY OF RELIGION Mr. Larkin
(*See Religion 338a*)
- 343a SEMINAR IN RELIGIOUS THOUGHT Mr. Spiegler
(*See Religion 343a*)
- 345a THE PHILOSOPHY OF EXISTENCE Mr. Thompson
A study of some of the principal texts of nineteenth-century existentialism. Readings in Kierkegaard or Nietzsche. Prerequisite: consent of the instructor.
- 346a THE PHENOMENOLOGY OF EXISTENCE Mr. Thompson
A study of selected texts in 20th century phenomenology. Readings in Heidegger, Sartre, or Merleau-Ponty. Prerequisite: consent of the instructor.
- 348b PHILOSOPHY OF LOGIC Mr. Gangadean
An investigation into the nature and structure of language from the perspectives of logical theory and linguistic theory (i.e., empirical linguistics and the generative and transformational approach to syntax). Such topics as the syntactic, semantic and pragmatic dimensions of language, theory of predication, theory of types and categories, tree-theory for natural language, theory of negation, etc., are explored. Writings of Frege, Russell, Wittgenstein, Quine, Sommers, Chomsky, Fodor, Katz and others are examined.

349 HEGEL AND POST-HEGELIAN THINKERS

Mr. Bernstein

After a brief review of selected Hegelian texts in their cultural milieu, the course of 19th and 20th century philosophy will be examined. Principal texts from some of the following movements will be studied: Marxism, Existentialism, Phenomenology, and Analytic Philosophy. Prerequisite: consent of the instructor.

Not offered in 1972-73.

350b MODERN ANALYTIC PHILOSOPHY

A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: consent of the instructor.

Not offered in 1972-73.

351a LITERARY THEORY AND CRITICISM

Mr. Rose

(See English 351a)

352b METAPHYSICS AND EPISTEMOLOGY

Mr. Gangadean

A critical examination of classical and recent conceptions of being and existence, and of the nature and possibility of metaphysics. Such topics as methodology of metaphysical analysis, the relation between the structure of thought and the structure of reality, ontology; the nature and formation of categories and conceptual frameworks, the relation between metaphysics and science, etc., are explored. Writings of Plato, Aristotle, Descartes, Kant, Heidegger, Strawson, Sommers, and others are studied.

353a SOCIAL PHILOSOPHY

Mr. Thompson

A critical exploration of the web of problems that concern man's place in society. Classical approaches will be studied and the student will be encouraged to apply these approaches to the understanding of the salient social problems of his time. Prerequisite: consent of the instructor.

354b CONTEMPORARY PHILOSOPHIC PROBLEMS

Mr. Kosman

A study of contemporary treatments of philosophic problems in Europe and America. Prerequisite: consent of the instructor.

356b THE LOGIC OF EXPLANATION

A study of what the sciences have to say about the nature of the physical world and the inquiring mind within it. Some of the topics discussed will be the same as those mentioned in Philosophy 309a: Philosophy of Science, But, unlike Philosophy 309a, this course is specifically designed for natural-science majors and other students with a greater background in the natural sciences. Prerequisite: consent of the instructor.

Not offered in 1972-73.

357 ETHICS

Mr. Desjardins

A study of certain major proposals concerning the norms which ought to govern human life. Prerequisite: consent of the instructor.

Not offered in 1972-73.

399b SENIOR SEMINAR

Staff

Seminar meetings, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected problems. Required of, and open only to, senior philosophy majors.

480 INDEPENDENT STUDY

Staff

Individual consultation with independent reading and research. Prerequisite: consent of the instructor.

PHYSICS

Professor WILLIAM C. DAVIDON, *Chairman*

Associate Professor DOUGLAS MILLER

Assistant Professor JERRY P. GOLLUB

Assistant Professor WALTER J. TRELA

Associate Professor of Engineering THOMAS A. BENHAM

The Physics curriculum introduces students to concepts and methods which are now fundamental throughout the sciences. It provides opportunities for first-hand experimental investigations together with the study of those basic principles that have led to profound scientific, philosophical and technological developments in the 20th century.

The Physics Department offers a one-semester course without laboratory, Physics 117a, which emphasizes the relationship of physics to other disciplines and to society. The content of this course changes from time to time; the topic for 1972-73 is "Physics and the Environment."

Prospective science majors are advised to study some physics in their freshman or sophomore years because all contemporary sciences rely heavily on basic physical principles. A student who has taken (or plans to elect concurrently) Mathematics 113a should take Physics 115a, 116b, particularly if he has some background in physics. Most Chemistry and Astronomy majors and some Biology majors will be in this category.

Physics 113a, 114b is an introductory course (with laboratory) for students wishing to place less emphasis on the use of mathematics. A few elementary concepts from the calculus are developed in the course. Some Biology majors, many pre-medical students, and others majoring in the humanities and social sciences will be in this group.

The Physics curriculum features a basic sequence of four introductory and intermediate courses which are required of all majors. Following this basic sequence, a student is offered a maximum of flexibility in pursuing his scientific interests. Students planning graduate work in Physics will need five courses in Physics numbered 312a and above, which are to be chosen in consultation with the Department. Students with interests in the interdisciplinary fields of astrophysics, biophysics, chemical physics, mathematical physics, philosophy of science, or medi-

cal science can base their studies upon a foundation of introductory and intermediate Physics courses.

The senior year in the Physics Department features an opportunity for a supervised research project and a supervised teaching experience.

MAJOR REQUIREMENTS

1. Physics 115a, 116b, 213a and 214b.
2. Mathematics 113a and 114b, or 119a; one additional semester of mathematics.
3. Four additional courses in Physics, numbered 312a to 399. Two of these may be replaced by upper level courses in Astronomy, Chemistry, Biology, Mathematics, or Philosophy, with approval from the major advisor.
4. One semester selected from Physics courses numbered above 400.

Subject to the approval of the major advisor, Bryn Mawr courses may be substituted for the above in meeting major requirements.

REQUIREMENTS FOR HONORS

The granting of Honors in Physics will be based upon the quality of performance in course work and in the supervised teaching experience or the research tutorial.

113a, 114b PRINCIPLES OF PHYSICS

Mr. Gollub

Four hours, including one laboratory period

An introduction to the fundamental ideas which have shaped our physical understanding of the world. Physics 113a will include descriptions of motion, Newtonian mechanics, conservation laws, light and sound, and quantum phenomena. Physics 114b will include Einstein's special theory of relativity, thermal phenomena, electricity and magnetism, atoms and nuclei, and elementary particles. These courses will attempt to show relationships between physics and other disciplines whenever possible. Those mathematical concepts beyond high school algebra which are necessary will be developed in the course.

115a, 116b BASIC PHYSICS

Mr. Trela

Four hours, including one laboratory period

The basic concepts of mechanics and electrostatic fields will be developed in Physics 115a. Topics covered include dynamics of particles, conservation of energy, linear momentum, and angular momentum, orbital motion, oscillatory motion, fields due to static charges, and electric currents. Physics 116b will consider the theory of special relativity, magnetism, electromagnetic fields, waves, and an introduction to quantum physics. Prerequisite: Mathematics 113a, which may be taken concurrently, or the equivalent.

117a PHYSICS AND THE ENVIRONMENT

Mr. Gollub

Three hours, no laboratory

This course will explore certain physical aspects of the environment, especially as they relate to human activities. Topics to be discussed include: nuclear energy production and its environmental impact; storage, transmission, and utilization of energy; resource allocation; environmental noise; human effects on the weather and on climate; models of growth. The object of the course is to explore some of the scientific issues which are involved in resolving environmental questions. An interdisciplinary viewpoint will be maintained, and no previous scientific background is necessary or even important.

213a PHYSICS OF THE EARTH AND ITS ATMOSPHERE

Mr. Miller

Four hours, including one laboratory period

Fundamentals of acoustics, hydrodynamics, electromagnetism, and thermodynamics will be developed and applied to aspects of the physical environment. Phenomena to be discussed include seismic probing of the earth's interior, ocean waves and tides, atmospheric electricity, the earth's radiation balance and possible climatic changes, the origin of the earth's magnetic field, electromagnetic waves in the atmosphere, thermal transport in the environment, and the behavior of clouds. Prerequisite: Physics 114b or Physics 116b.

214b INTRODUCTORY QUANTUM MECHANICS

Mr. Davidon

Four hours, including one laboratory period

Inference of quantum principles from experiment, algebra of symmetries and conservation laws, energy levels, intrinsic spin and quantum statistics, emission of light. Prerequisite: Physics 116b.

312a NUCLEAR PHYSICS

Mr. Miller

Four hours, including one laboratory period

Properties of the deuteron, scattering theory, isotopic spin, nuclear models, pion-nucleon interactions. Prerequisite: Physics 214b.

Offered in 1973-74 and alternate years.

313b PARTICLE PHYSICS

Mr. Davidon

Three hours; no laboratory

Classification of particles and unitary symmetry; scattering theory including relativistic kinematics; production and decay of unstable particles. Prerequisite: Physics 214b.

Offered in 1973-74 and alternate years.

314b STATISTICAL PHYSICS

Mr. Gollub

Four hours, including one optional laboratory period

The statistical formulation of the description of a system of many particles is developed. This technique is used to derive the laws of thermodynamics and statistical mechanics. The macroscopic thermal properties of gases, solids and liquids are then studied. Prerequisite: Physics 214b.

Offered in 1973-74 and alternate years.

- 316b **SOLID STATE PHYSICS** Mr. Trela
Four hours, including one laboratory period
 Crystal symmetries, binding forces, lattice vibrations, specific heats, free electron theory of metals, energy bands, semi-conductors, magnetism, superconductivity. Prerequisite: Physics 214b.
Offered in 1972-73 and alternate years.
- 317a **MATHEMATICAL PHYSICS** Mr. Davidon
Three hours
 Applications to physics of linear algebra, Fourier analysis, integration in the complex plane, differential equations, calculus of variations, and group theory. Prerequisite: The rudiments of linear algebra and complex analysis.
Offered in 1973-74 and alternate years.
- 318b **QUANTUM MECHANICS** Mr. Miller
Four hours, including one optional laboratory period
 Conservation of charge, leptons and baryons; creation and annihilation of matter and anti-matter; symmetries in space and time; decay processes. Prerequisites: Physics 214b.
Offered in 1972-73 and alternate years.
- 399d **TOPICS IN ADVANCED CLASSICAL MECHANICS** Mr. Partridge
 A rigorous treatment of a few selected topics in classical mechanics: the calculus of variations, the equations of Lagrange and Hamilton, rigid body kinematics and dynamics, and hydrodynamics. Matrix methods will be used. Prerequisite: Physics 116b.
Offered in 1972-73 and alternate years.
- 399e **TOPICS IN ADVANCED ELECTROMAGNETISM** Mr. Davidon
 Boundary-value problems in electrostatics, multipoles, dielectrics, magnetic materials, radiation of electromagnetic waves, and conservation laws for the electromagnetic field. Prerequisite: Physics 116b.
Offered in 1972-73 and alternate years.
- 411a, 412b **THEORETICAL PHYSICS** Mr. Davidon
 A program of lectures, readings and independent work on current problems and methods in theoretical physics. Applications of group theory to the study of symmetry in physics will be emphasized.
- 415a, 416b **HIGH ENERGY PHYSICS** Mr. Miller
 A research tutorial including theoretical and experimental work on strong and electromagnetic interactions.
- 417a, 418b **LOW TEMPERATURE PHYSICS** Messrs. Gollub and Trela
 Reading, discussion, and experimental research on the properties of matter at low temperatures, including superconductivity, quantum liquids and solids, transport properties of metals, magnetism, and methods of reaching extremely low temperatures.
- 450a,b **ASSOCIATION IN TEACHING BASIC PHYSICS** Staff
 Student association with staff in Physics 113a, 114b, 115a or 116b; involves

leadership in recitation meetings and supervision of laboratory meetings.
Open to seniors.

COURSES IN APPLIED PHYSICS

- 230a **APPLIED MATHEMATICS IN SCIENCE** Mr. Benham
Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variables. Problems are chosen from various fields. Prerequisites: Mathematics 113a; Physics 113a; or equivalent.
- 250a **INTRODUCTION TO ELECTRIC CIRCUITS** Mr. Benham
Four hours, including one laboratory period
Direct and alternating current circuits and their applications, transient phenomena. Physics 230a recommended.
- 260b **ELECTROMAGNETIC WAVE RADIATION AND TRANSMISSION** Mr. Benham
Four hours, including one laboratory period
The formation of electromagnetic waves, their radiation and transmission. Knowledge of Maxwell's equations helpful.
- 350a **CIRCUIT THEORY** Mr. Benham
Four hours, including one laboratory period
Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Physics 250a and 260b (which may be taken concurrently) or consent of the instructor.
- 360b **ADVANCED ELECTRONICS** Mr. Benham
Four hours, including one laboratory period
Amplifiers, rectifiers, oscillators, AM and FM systems. Prerequisite: Physics 350a or consent of the instructor.
- 370b **COMMUNICATION THEORY** Mr. Benham
Review of communication systems, including telemetry; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Professor HARVEY GLICKMAN

Associate Professor ROBERT A. MORTIMER

Associate Professor SIDNEY R. WALDMAN, *Chairman**

Assistant Professor G. ERIC HANSEN

Assistant Professor SARA M. SHUMER**

Lecturer ADOLPHUS L. WILLIAMS

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government, and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment, comparison and appraisal of different types of governments and political organization, American political behavior and institutions, and problems of international relations.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the needs of men contemplating scholarship and teaching in political science, as well as other professional careers such as law, journalism, and the public service.

In advanced courses, emphasis is placed upon individual research and analysis — practice in concept formation, location, organization, and presentation of data — and upon independent judgment.

Majors in political science are expected to understand the relationship of this field to other social studies, as well as to the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

MAJOR REQUIREMENTS

To enter the department: Political Science 151a and 152b (except that students who took 151a in 1971-72, need only 151a). Departmental studies: Political Science 390i, 392b, and one of the following: Political Science 391a, 393a, 394a

*On sabbatical leave, 1973-74.

**On sabbatical leave, 1972-73.

or 396a. In addition, six courses in Political Science, distributed among three of the four areas of study: (1) comparative politics, (2) American politics, (3) international relations, and (4) political theory and political philosophy. These six courses may be taken from those listed in the Haverford catalog.

Four approved courses in the other social sciences.

A general examination synthesizing major studies.

In the senior year majors will enroll in a research seminar and in 392b. Association in Teaching (371a or 372b) is open to selected seniors. Juniors will enroll in the half-credit junior seminar, 390i, in the Spring semester of their junior year.

REQUIREMENTS FOR HONORS

The award of Departmental Honors is determined on the basis of a thesis, an oral examination, the quality of course work, and performance in the general examination.

151a, 152b POLITICAL ANALYSIS AND PUBLIC POLICY

Staff and student associates

An introduction to the theories, methods, and conceptual frameworks useful in the study of politics. The course involves case studies in political affairs, focussing on problems of contemporary importance, illustrating principles of political activity and techniques of analysis. 151a focusses on American politics and political theory; 152b focusses on comparative politics and international relations.

Open mainly to freshmen and sophomores; others may enroll with the consent of the Chairman. Enrollment limited.

Political Science 151a and 152b provide the student with a basic understanding of the major elements of the political process and with an introduction to the field of political science. Each is a prerequisite for further work in particular courses in Political Science.

211a THE SOVIET SYSTEM

Mr. Hunter

(See *Economics 211a*)

216a AFRICAN CIVILIZATION

Messrs. Mortimer or MacGaffey

(See *General Courses—Social Science 216a*)

220a INTERNATIONAL RELATIONS

Messrs. Hansen or Mortimer

Examination of major theoretical problems, as well as substantive trends, in international politics. Particular use of systems theory in illuminating case studies drawn from the international arena of the years after World War II, including the Soviet-American confrontation, the emergence of the "Third World," and the revolution in weapons technology. Prerequisite: Political Science 151a or 152b or consent of the instructor. Enrollment limited.

223a AMERICAN POLITICAL PROCESS: PARTIES AND THE CONGRESS

Mr. Waldman

A functional and behavioral analysis of the policy-making process. Prerequisite: Political Science 151a or 152b or consent of the instructor.

224a THE POLITICS AND ECONOMICS OF THE CITY

(Also called Economics 224a)

Messrs. Waldman and Gubins

Problems of the city will be analyzed using the tools that have been developed by political scientists and economists. The contrasting approaches of the two disciplines will be highlighted by an examination of several themes including: centralization versus decentralization; urban services, who pays and who benefits. The modes of political and economic analysis developed will be applied to two of the major policy areas of the 1970's: education and unemployment. Prerequisite: Political Science 151a or Introduction to Economics. Enrollment limited.

225a COMPARATIVE POLITICAL DEVELOPMENT

Mr. Glickman

A study of the theory and processes of political modernization. Problems include the impact of the West on traditional societies, the growth and effects of nationalism, institutional transfer, political reconstruction and development policy. The course is divided into two parts: (1) theories of development—Marxism and neo-Marxism, psychological motivation, social differentiation and mobilization, communication models, and (2) case studies drawn from the experience of the U.S.A., U.S.S.R., China, and prototype European and African systems. Prerequisite: Political Science 152b or consent of the instructor.

Offered in 1972-73 and alternate years.

226b INTERNATIONAL ORGANIZATION

Messrs. Hansen or Mortimer

Examination of underlying patterns of community in international political systems and the possibilities for an emerging social consensus; survey of international organizations, such as the United Nations and regional groupings; attention to internationally organized processes such as peaceful settlement of disputes, diplomatic practice, negotiation. Prerequisite: Political Science 220a or consent of the instructor.

Offered in 1972-73 and alternate years.

227a AMERICAN POLITICAL THEORY

Miss Shumer

The study of the foundations of American politics through an exploration of the roots and development of American political thought and institutions and an analysis of their theoretical assumptions and implications. Prerequisite: Political Science 151a or consent of the instructor.

Not offered in 1972-73.

228b PUBLIC OPINION AND THE AMERICAN POLITICAL CULTURE

Mr. Waldman

An analysis of the formation of political attitudes with particular emphasis on America and the influence of American culture. The role of public opinion in shaping public policy will be examined and evaluated. Prerequisite: Political Science 151a or 152b or consent of instructor.

Not offered in 1972-73 or 1973-74.

229b PROBLEMS IN CONTEMPORARY AMERICAN POLITICAL THEORY

Miss Shumer

A study of selected issues which pose fundamental problems to the American political system, such as the decline of pluralism, mass society, bureaucracy,

technology and violence. Prerequisite: Political Science 151a or consent of the instructor; 223a and 227a are recommended.

Not offered in 1972-73.

256a POLITICAL THEORY: THE CITIZEN AND THE STATE

Miss Shumer

Selected problems involved in the question of the individual's relationship to the polity: liberty and authority, obligation and civil disobedience, political thought and action, ethics and politics. Examination of classical and contemporary theorists, such as Plato, Machiavelli, Rousseau, and Marx. Prerequisite: Political Science 151a or 152b or permission of the instructor.

Not offered in 1972-73.

258b THE AMERICAN PRESIDENCY AND THE BUREAUCRACY

Mr. Waldman

Examination of the institution of the Presidency in the past few decades, focussing on the ways the President relates to Congress, his own staff, the bureaucracy, his party, the media, and the public. Special attention to the executive and its relations with Congress and interest groups. Prerequisite: Political Science 151a or consent of the instructor.

Not offered in 1973-74.

266b POLITICS AND INTERNATIONAL RELATIONS IN THE MIDDLE EAST AND NORTH AFRICA

Mr. Mortimer

Examination of the main currents of internal political change and interstate relations. Emphasis on the interaction of ideologies, leadership and social transformations. Prerequisite: Political Science 151a or 152b or consent of the instructor.

Offered in 1972-73 and alternate years.

268b AFRICAN POLITICS

Mr. Glickman

Organization, distribution, aims and uses of power in selected areas of tropical and southern Africa today. Prerequisite: Political Science 152b or consent of the instructor.

Offered in 1972-73 and alternate years.

351a COMPARATIVE POLITICAL SOCIOLOGY

Mr. Glickman

Explorations in general political and social theory: problems of authority, conflict, participation, integration and development. Emphasis on writings of major social theorists and experiences of selected political systems in the 19th and 20th centuries. Special attention to the politics of race and ethnicity; case studies of various patterns in the United States, the Caribbean, South Africa, Israel and elsewhere. Prerequisite: Political Science 152b or consent of the instructor.

Offered in 1973-74 and alternate years.

357a POLITICAL ANTHROPOLOGY

Mr. MacGaffey

(See Sociology 357a)

- 371a, 372b **POLITICAL ANALYSIS: ASSOCIATION IN TEACHING** Staff
 Student association with staff in Political Science 151a or 152b. Open to selected senior majors only.
- 390i **JUNIOR SEMINAR IN POLITICAL STUDIES** Staff
 Main themes in contemporary political thought and analysis.
- 391a **RESEARCH SEMINAR IN AMERICAN POLITICS AND POLITICAL THEORY** Mr. Waldman
 This seminar is intended primarily for Political Science majors, but is open to others with the consent of the instructor. Topic for 1972-73: Empathy, Altruism and Identification as political and social phenomena.
- 392b **RESEARCH AND WRITING ON POLITICAL PROBLEMS** Staff
 Tutorials, research projects, culminating in a senior thesis. Open to Political Science seniors only.
- 393a **RESEARCH SEMINAR ON INTERNATIONAL POLITICS AND POLITICAL DEVELOPMENT** Mr. Mortimer
 Topic for 1972-73: Third World States in the International System.
- 394a **RESEARCH SEMINAR IN POLITICAL THEORY AND COMPARATIVE POLITICS** Mr. Glickman
 This seminar is intended primarily for Political Science majors, but is open to others with the consent of the instructor.
 Topic for 1972-73: Suburban Politics.
- 396a **RESEARCH SEMINAR IN POLITICAL THEORY** Miss Shumer
 This seminar is intended primarily for Political Science majors, but is open to others with the consent of the instructor.
Not offered in 1972-73.
- 397a **ADVANCED SEMINAR IN POLITICAL ANALYSIS**
 Philips Visitor to be announced
 This seminar is regularly led by a Philips Distinguished Visitor, whose interests determined the topics considered. It is intended primarily for Political Science majors, but is open to others with the consent of the instructor or chairman. Enrollment limited.
- 481f, 482i **INDEPENDENT STUDY** Staff
Individual consultation; supervised independent reading and research
 Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor.
- 483a, 484b **TOPICS IN POLITICAL THEORY AND ANALYSIS** Staff
 Student-organized and student-conducted courses, with faculty supervision. Topics chosen in the past: Student Rebellions; Conflict Theory, Strategy, and Political Gaming. Minimum group of eight students and consent of the Chairman of the Political Science Department required. Prerequisite: two courses in Political Science. Registration one time only.

**COURSES IN POLITICAL SCIENCE AT BRYN MAWR,
ACCEPTABLE TOWARD POLITICAL SCIENCE MAJOR**

- 200a URBAN SOCIETY Mr. Ross, Mrs. B. Lane
An examination of social science perspectives on contemporary and historical cities with particular emphasis on their political and social organization.
- 204b TWENTIETH CENTURY CHINA AND INDIA Mr. Kennedy
A comparative examination of the political systems of China and India in the twentieth century with special attention to the roles of nationalism and communism.
- 205a GOVERNMENT AND POLITICS IN GREAT BRITAIN, FRANCE, AND SCANDINAVIA Mr. Frye
- 207b GOVERNMENT AND POLITICS IN GERMANY, ITALY, AND SOVIET UNION Mr. Frye
- 208b INTRODUCTION TO LATIN AMERICA Instructor to be announced
A comparative analysis of the contemporary political systems of Latin America.
- 209b WESTERN POLITICAL PHILOSOPHY Mr. Salkever
A study of the fundamental problems of Western political thought. The writings of selected ancient and modern philosophers will be examined.
- 218b COMMUNITY POLITICS Mr. Ross
The politics of local communities in both western and non-western settings focussing on political processes such as the control and exercise of power, community conflict, forms of political organization, and community formation.
- 219a CONSTITUTIONAL LAW Mr. Salkever
An analysis of some of the basic principles and processes of American public law. Attention is centered on decisions and opinions of the Supreme Court as they relate to the formation of public policy and to the value patterns of American liberal democracy.
- 221a INTERNATIONAL LAW Miss Leighton
An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.
- 230b POLITICAL BEHAVIOR Mr. Ross
Various social psychological approaches to the study of political behavior, considering such concepts as political socialization, role theory, perception, belief dynamics, personality, and nonconformity and change.
- 231a RECENT POLITICAL PHILOSOPHY: SOURCES AND VARIETIES Mr. Salkever
An examination of the similarities and differences found in the political writings of Locke, Mill, Marx, and Nietzsche with respect to the question, What is the best life for man? Selected contemporary authors will also be considered.

310a POLITICAL SOCIALIZATION

Mr. Frye

A comparative examination of political socialization processes in Western Europe and the United States.

311b THEORY AND PRACTICE IN POLITICAL PHILOSOPHY

Mr. Salkever

A consideration of one of the central processes of political philosophy, the transition from Fact to Value. Typical alternative modes of linking theoretical and practical assertions are studied through the works of ancient and modern philosophers. Open to students who have taken: Political Science 209b or 256a or Philosophy 101.

316a ETHNIC GROUP POLITICS

Mr. Ross

An analysis of the factors influencing ethnic group conflict and cooperation in a variety of cultural contexts, with particular emphasis on urban settings. Each student will engage in a field project in the Philadelphia area.

321a LATIN AMERICAN AFFAIRS

Mr. Sigmund

Advanced instruction on political topics pertaining to individual Latin American countries, with emphasis on independent research.

N.B. The following courses given at Bryn Mawr, while not counting toward the major in Political Science at Haverford, may be of interest to those considering law school: Political Science 301b Law and Society (Leighton), 302b Law, Policy and Personality (Leighton), and 232b Law and Education (Wofford). Descriptions of these courses may be found in the Bryn Mawr catalog.

PSYCHOLOGY

Professor DOUGLAS H. HEATH

Professor SIDNEY I. PERLOE

Associate Professor THOMAS D'ANDREA, *Chairman*

Instructor DOUGLAS A. DAVIS†

The psychology program is designed to give the student an understanding of the diverse empirical approaches to the study of behavior and experience, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by using courses to develop a working familiarity with experimental and naturalistic observation methods in psychology, ordinarily culminating in an individual research project in the senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor. Students will have the opportunity to participate in experimental research in the laboratory, in clinical practicums in schools and mental hospitals, and in field work in other types of settings.

Since a greater range of possibilities for majors in Psychology may be opened by the addition of new courses in 1972-74, students should contact the Department for an up-to-date listing of offerings and requirements before making decisions about a course of study.

MAJOR REQUIREMENTS

- 111a Introductory Psychology (or its equivalent, 015a or 012b)
- 112b Introduction to Psychological Research
- 130a Learning
- 136a Social Psychology
- 223a Theories of Personality (or its equivalent)
- 399c The Senior Program
- Two additional advanced courses in Psychology

Corresponding courses in the Bryn Mawr Departments of Psychology and Education and Child Development are accepted as fulfilling the major requirements.

Students whose interests fall outside the scope of the major program in psychology are encouraged to arrange interdepartmental or other special major programs. Final approval of such programs will rest with the Committee on Student Standing and Programs.

†On appointment, 1972-73.

REQUIREMENTS FOR HONORS

Honors will be awarded to majors who show exceptionally high attainment in their course work and whose theses are of superior quality. Candidate for Honors may be asked to take a written or oral examination.

012b AGGRESSION

Mr. Perloe

Following an examination of the major explanations that have been offered for aggressive behavior in humans and other animals, the course considers some basic psychological processes, *e.g.* learning, perception, emotion and motivation, with particular emphasis on the part each plays in aggression. The last part of the course will deal with laboratory and field studies of human aggression. No prerequisites; not open to students who have had previous college courses in psychology.

015a CONTEMPORARY PSYCHOLOGICAL TOPICS: ALIENATION AND THE EDUCATIONAL PROCESS

Mr. Heath

The course has two purposes: (1) to provide students with the experience of how psychologists use their knowledge and skills to understand issues of contemporary concern, like alienation, the effects of the mass media, or technology and leisure upon personality development. We will seek to identify their psychological assumptions and then probe further the methods and insights psychologists use by which to understand the validity of such assumptions and their consequences; (2) to explore different types of procedures that may facilitate involvement in the educational process. Members of the seminar will have the opportunity of organizing, teaching and evaluating the course. Open to entering freshmen only. Enrollment limited to 20.

011a INTRODUCTORY PSYCHOLOGY

Staff

Three hours of lecture and optional discussion sections

The course treats selected core problems in the objective study of behavior and experience. Topics will include conditioning and learning, individual differences, emotion, motivation, psychoanalytic theory, and perception. Not open to students who have had previous college courses in psychology.

012b INTRODUCTION TO PSYCHOLOGICAL RESEARCH

Staff

Students working in small research groups deal with issues of current interest in psychology. After examining relevant research literature, each group will define a specific problem, design an experiment or field study to investigate it, execute the study and prepare a comprehensive report of the research. During the semester students will work on two issues which they will choose from a set prepared by the course instructors. The course also provides an introduction to basic statistics. Prerequisite: Psychology 011a or its equivalent, and consent of instructors.

013a LEARNING

Mr. D'Andrea

Three seminar hours and three laboratory hours

The course focusses on the theoretical interpretations of learning in humans and animals, with emphasis on the empirical evidence on learned behavior. Topics covered include classical and instrumental conditioning, memory and forgetting, S-R and cognitive models of learning, and learning sets and problem solving. The laboratory includes research in both human and

- animal learning. Prerequisite: Psychology 112b or consent of instructor. Enrollment limited to 20.
- 136a **SOCIAL PSYCHOLOGY** Mr. Perloe
 A consideration of the individual aspects of social behavior. The following topics will be examined: forming impressions of other people; perceiving one's own abilities, opinions and emotions; the nature of social interaction; social attitudes, with emphasis on ethnic and political attitudes. A research practicum accompanies the course. Prerequisite: Psychology 111a or its equivalent, or consent of instructor.
- 201a **COMPARATIVE PSYCHOLOGY** Mr. Yarczower
Three hours of lecture
 The evolution of behavior: language, aggression, learning and social behavior are studied in evolutionary perspective after brief introductions to the history of comparative psychology and to some perspectives of evolutionary study. Prerequisite: Psychology 112b or its equivalent.
Offered at Bryn Mawr.
- 201b **ANIMAL LEARNING** Mr. Gonzalez
Three hours of lecture and three hours of laboratory
 Comparative studies of conditioning and selective learning; theories of learning; the evolution of intelligence. Prerequisite: Psychology 112b or its equivalent.
Offered at Bryn Mawr.
- 202a **MOTIVATION** Mr. Gonzalez
Three hours of lecture and three hours of laboratory
 The activation and regulation of goal-directed behavior: affectional processes, psychological drives, incentive, frustration, conflict, punishment, and anxiety. Prerequisite: Psychology 112b or its equivalent.
Offered at Bryn Mawr.
- 223a **THEORIES OF PERSONALITY** Mr. Heath
 Although the course will cover the major personality theorists, it will go most intensively into Freudian, existentialist and Rogerian views of personality. Reading in original sources will be extensive. Emphasis will be placed on mastering the theoretical constructs and relationships by means of a variety of teaching procedures including small group discussions, panels, as well as lectures. Students will have the opportunity to participate in a number of optional experiential practicums that will illustrate some of the concepts, therapeutic and research methods discussed in the seminar. Prerequisite: One course in psychology and the consent of the instructor. Enrollment limited to 30.
- 238b **PSYCHOLOGY OF LANGUAGE** Mr. D'Andrea
 The course will concentrate on the development of modern psycholinguistics. Such topics as semantics, the interpretation of language in terms of association theories, the relation between language and thinking, and the implications of recent work in generative grammars for a psychology of language will be discussed. Prerequisite: Psychology 111a or its equivalent.

301a PHYSIOLOGICAL PSYCHOLOGY

Mr. Thomas

Three hours of lecture and one optional laboratory period

An examination of the physiological basis of a wide range of psychological phenomena, including the role of the nervous system in learning, emotion, motivation, perception and thought. Prerequisite: Psychology 112b or its equivalent. Students wishing to take part in the laboratory must secure consent of the instructor.

Offered at Bryn Mawr.

307b SOCIAL PSYCHOLOGY OF ATTITUDES

Mr. Perloe

Three hours of seminar and three hours of research

A detailed coverage of recent psychological research on the determinants of attitude formation and change. After examining the personal and social sources of attitudes, the course will turn to a consideration of the effects of the following variables upon attitude change: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of communication recipients, and the occurrence of inconsistencies between communication and action. The consequences of gross situational changes such as "brain washing" will also be discussed. A research practicum will accompany the course. Prerequisite: Psychology 136a, its equivalents, or consent of the instructor.

343b PERSONALITY IN THE POST-INDUSTRIAL SOCIETY Mr. Heath

The course will explore the effect of different societal and cultural trends in the post-industrial society on the healthy development of individuals. Following an intensive introduction to the effects of societal institutions on personality development, small work-groups will study topics like the psychological effects of extended leisure, automation and technology, mass media, changing family patterns, bureaucratization and other societal trends. Where possible, empirical studies in the field, site visits, and other field experiments will be encouraged. Prerequisite: Psychology 223a or its equivalent and consent of instructor.

344b DEVELOPMENT THROUGH THE LIFE SPAN

Mr. Heath

Developmental problems from infancy through adulthood will be viewed from different perspectives, including psychosexual, Erikson's psycho-social and Piaget's cognitive theories. Emphasis will be placed on the healthy mastery of problems like sexuality, identity, responsibility, marriage, religion and death. Some of the topics may change from year to year dependent upon the interest of students. There will be a weekly practicum experience with children in local nursery schools for the first six weeks followed by similar experiences in other field settings, including nursing homes and hospitals for the aged. Student reports, discussion and occasional lectures will be supplemented by demonstrations and other experiential forms of learning. Prerequisite: Psychology 223a and consent of the instructor.

345a ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three seminar hours and three optional hours of laboratory

The course systematically formulates and analyzes the problem of scientific method, learning, motivation, and emotion in terms of the principles of

operant and respondent conditioning. Detailed analyses will be made on such problems as primary and conditioned reinforcement schedules and avoidance conditioning. Class discussions will emphasize the epistemological and empirical foundations of radical behaviorism. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Prerequisite: Psychology 112b or consent of instructor. If taken without laboratory, the prerequisite is Psychology 111a. Limit: 12 in laboratory.

346b ABNORMAL PSYCHOLOGY

Three hours of seminar and three hours of fieldwork

The course has two purposes: 1) to introduce the student to the principal forms of psychopathology and deviancy, etiological controversies, methods of personality assessment and therapy, and the meaning of abnormality and its relation to socio-cultural values; 2) to sensitize the student to the subtleties of interpersonal dynamics as they are related to understanding psychopathology. Intensive case analyses, work with a hospitalized patient, and guided experiential encounters with others will supplement the formal course work. Fieldwork will be at a neighboring mental hospital. Prerequisite: Psychology 223a and consent of the instructor.

351a,b RESEARCH TOPICS IN PSYCHOLOGY

Staff

This course involves students, at an advanced level, in the problems of hypothesis formation and definition, experimental design, data analysis, and report writing by means of closely supervised experimental research projects. Students must have selected the problem on which they wish to work during the spring of the previous year. They may enroll in Psychology 480 for half-credit as a means of preparing for their research project. Prerequisite: consent of the instructor concerned.

399c THE SENIOR PROGRAM

Staff

or

399a,b This is normally a single credit course spread over the two semesters. or The core of the program is the preparation of a comprehensive, detailed, 399 critical review of work on a specific issue in the field of psychology accompanied by relevant empirical material collected by the student, to be submitted as a senior thesis. The empirical aspect of the work may consist of a laboratory or field experiment, a survey, a set of in-depth interviews, a program of systematic observation of some natural process, or some other form of disciplined contact with data. If a student completes the entire credit during the fall semester, he is still expected to participate in the discussions of the theses at the end of the second semester. Students will also be expected to attend some lectures and discussions involving visitors to Haverford and neighboring schools. The normal half credit per semester load may be increased to a full credit if a student's research requires an unusually large time commitment or if he wishes to work as an assistant in one of the Department's courses.

480 INDEPENDENT STUDY

Staff

Students should normally plan to take this course for half-credit.

RELIGION

Professor GERHARD E. SPIEGLER
 Associate Professor RICHARD G. LUMAN, *Chairman*
 Assistant Professor DORIS SRINIVASAN***
 Instructor E. DANIEL LARKIN
 At Bryn Mawr College
 Professor HOWARD C. KEE
 Professor SAMUEL T. LACHS

The Department of Religion is concerned with the historical study of religious tradition in the Judeo-Christian-Islamic West; with the historical-phenomenological study of archaic, ancient and classical, and non-Western religious traditions; and with the philosophical study of religious thought, East and West, particularly in its modern forms of expression.

MAJOR REQUIREMENTS

The exact structure of the student's program must be determined in consultation with the major advisor, whom the student chooses from among the regular members of the Department, together with the advice of the entire Department. The program must include the following courses:

- a. Religion 101a or b, 102a or b, and 399b.
- b. Six additional half-year courses. Two of these courses may be upper-level courses in other departments, including languages. Also among the six courses must be one of the following sequences: Religion 103a, 104a; 117a, 118b; 201a, 202b; 225a, 226b; 253a, 254b, or any year-sequence on the scriptures and sources of a major religious tradition.

Each student's program and record will be reviewed annually by the Department.

Final evaluation of the major program will consist of written and oral examinations to be administered during the senior year in the context of the work for Religion 399b. Specific terms of the synthesis will be reviewed with the majors and members of the Department.

Where necessary for the major program, the Department urges the study of the appropriate foreign language(s).

REQUIREMENTS FOR HONORS

Honors in Religion are awarded on the basis of the oral part of the senior evaluation of students whose written work as juniors and seniors has been of a consistently high standard. High Honors are awarded on the same basis, special consideration being given to work done in project courses.

***On appointment, 1972-73.

101a,b RELIGION IN TRADITIONAL CULTURE

Messrs. Larkin and Luman and Mrs. Srinivasan

A study of man's conceptions of himself and society through detailed examination of selected myths and rites, found in the traditions of tribal Africa, Vedic India, or the Ancient Near East. An introduction to, and testing of, divergent methodologies and theories of religion in the study of major religious forms and types developed in the Hebrew-Christian tradition. Limit: 20 students in each section.

One-semester course offered in each semester.

102a,b RELIGION IN MODERN CULTURE

Messrs. Spiegler and Larkin

Modern forms of religious expression and critiques of religion will be studied in the work of such men as Kierkegaard, Marx, Freud, T. S. Eliot, Buber, Bultmann, Tillich, Dostoyevsky, Nietzsche, Karl Barth and Camus. No prerequisite. Limit: 20 students in each section.

One-semester course offered in each semester.

103a, 104a BIBLICAL HISTORY AND LITERATURE

Mr. Kee

Offered at Bryn Mawr as History of Religion 103

117a, 118b HISTORY OF JEWISH THOUGHT

Mr. Lachs

A systematic survey of the development of Jewish thought from the period of the Bible to the present. Fall semester: From the Biblical period to the end of the 15th century. Spring semester: From the 16th century to the present.

Offered at Bryn Mawr as History of Religion 104

119a GREEK CIVILIZATION

Mr. Luman

(Also called History 119a and Classics 119a; for course description see History 119a.)

120b ROMAN CIVILIZATION

Mr. Luman

(Also called History 120b and Classics 120b; for course description see History 120b.)

201a, 202b HISTORY OF WESTERN RELIGIOUS THOUGHT AND INSTITUTIONS

Mr. Luman

History of Christian thought and institutions from the first century to the fifteenth. Religion 101a or b and 102a, b and/or History 111 desirable. Enrollment limited to 20 students.

Offered in 1972-73 and alternate years.

225a, 226b RELIGIOUS TRADITIONS IN INDIA: ANCIENT AND MODERN

Mrs. Srinivasan

(Also called Philosophy 225a, 226b)

A study of the various religious traditions in India (Hindu, Buddhist, Islamic, and tribal) from the earliest developments in the Vedas, Brahmanas, and Upanishads, through the two Indian epics, the Puranas, and the Agamas.

Special emphasis will be placed upon tracing the persistence of certain forms of religious belief and worship throughout the course of Indian history. Prerequisite: Religion 101a or b or consent of the instructor. Offered in 1972-73 and alternate years.

240b HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner
(See History 240b)

253a, 254b RELIGIOUS MAN IN THE ANCIENT WORLD Mr. Larkin
A study of religious practice and institutions in the Near Eastern and Mediterranean worlds. The course will focus on several problems of central importance rather than attempt a general survey. 253a will deal with the period before Alexander the Great. 254b will be concerned with the period from Alexander to Constantine (the Hellenistic period). Prerequisite: Religion 101a or b or consent of instructor. Offered in 1972-73 and alternate years.

335a LATE MEDIEVAL CONSTITUTIONALISM AND THE CHURCH
IN THOUGHT AND PRACTICE Mr. Luman
A study of the developments of the Late Medieval Church, especially the Avignonese Papacy, the Great Schism of the West, and the Conciliar Movement, including attention to such writers as William of Ockham and Marsilius of Padua, and to the implications of these constitutional developments for later religious (the Reformation) and political thought. Prerequisite: consent of the instructor. Offered in 1973-74 and alternate years.

336b THE PROTESTANT REFORMATION Mr. Luman
(Also called History 336b)
A study of the Protestant Reformation, its history and thought, with special attention to the work and thought of Luther, the "Left Wing", and Calvin. Prerequisites: consent of instructor; however, courses such as Religion 101a or b, 201a or 202b, 335a, and History 111 are called to the student's attention.

338a PHILOSOPHY OF RELIGION Mr. Larkin
(Also called Philosophy 338a)
A study of fundamental conceptual problems encountered in the practice and study of religion. Prerequisites: Religion 101a or b, or consent of the instructor. Offered in 1973-74 and alternate years.

343a SEMINAR IN RELIGIOUS THOUGHT Mr. Spiegler
(Also called Philosophy 343a)
Specialized study of the works of some major philosopher or theologian, or work on a major theological problem. May be repeated for credit with change of content. Prerequisite: reading knowledge of German or French and consent of the instructor.

345a SEMINAR IN WESTERN RELIGIOUS HISTORY Mr. Luman
(Also called History 345a)

Intensive study of a major thinker or movement in Western religious history. May be repeated for credit with change of content. Topics in recent years have included: The Scandinavian (Viking) North; Latin Historians of the Middle Ages; Augustine's *City of God*. Prerequisite: consent of instructor. Offered in 1973-74 and alternate years.

350a or b SEMINAR IN HISTORY OF RELIGIONS Mr. Larkin

Intensive study of some period or set of problems in the field. Topic for 1972-73: the Gospels. May be repeated for credit with change of content. Prerequisite: consent of instructor. Offered in 1972-73 and alternate years.

355b ANTHROPOLOGY OF RELIGION Mr. MacGaffey
(See Sociology 355b)

360a SEMINAR IN THE HISTORY AND PHILOSOPHY OF RELIGION Mr. Larkin

Intensive study of some period or set of problems in Philosophy of Religion and/or the relation between Philosophy of Religion and History of Religion. Topic for 1973-74: Primitive Religions and Primitive Mentality. May be repeated for credit with change of content. Prerequisite: Religion 101 or consent of instructor. Offered in 1973-74 and alternate years.

399b MODERN TRENDS IN RELIGION Staff

Advanced study of topics in the field. Required of senior majors and open to other qualified seniors with consent of the instructor.

480a,b INDEPENDENT STUDY Staff

Individual consultation; independent reading and research.

OFFERED UNDER HISTORY OF RELIGION AT BRYN MAWR

001	ELEMENTARY HEBREW	Mr. Lachs
103	BIBLICAL HISTORY AND LITERATURE	Mr. Kee
207a	THE HISTORICAL JESUS AND THE GOSPEL TRADITION	Mr. Kee
208b	PAUL AND THE RISE OF GENTILE CHRISTIANITY	Mr. Kee
303a	READINGS IN THE GREEK NEW TESTAMENT	Mr. Kee
303b	MYTH AND HISTORY: A STUDY OF THE GOSPEL OF JOHN, ITS SOURCES, ITS USE OF JEWISH, HELLENISTIC, AND GNOSTIC CONCEPTS	Mr. Kee

OFFERED UNDER RELIGION AT SWARTHMORE

18	BASIC CHRISTIAN DOCTRINES
110	SEMINAR: MEDIEVAL PHILOSOPHY
105	SEMINAR: THE IDEA OF GOD IN WESTERN THOUGHT

RUSSIAN

At Bryn Mawr College

Professor FRANCES DE GRAAFF

Associate Professor RUTH C. PEARCE, *Chairman*

Instructor HELEN SEGALL

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 001 and 101 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 101 can continue with the more advanced courses offered at Bryn Mawr College.

MAJOR REQUIREMENTS

Students majoring in this field will be required to take: Eight semester courses in Russian language and literature: 001 and 101, or their equivalent; 200 or 201; a 300-level course, and 490. For a major in Russian Studies, see the Bryn Mawr catalog.

Two semester courses in Russian history or institutions: History 244 (Russian History); Political Science 211a (The Soviet System). Other related courses, including Russian 200 (Advanced Training in the Russian language), and Russian 203 (Russian Literature in Translation) or Bryn Mawr Philosophy 304a (Russian Philosophy) are recommended.

A comprehensive examination in the Russian language and a special period of Russian literature.

REQUIREMENTS FOR HONORS

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. High Honors will be awarded on the basis of further oral examination.

001 ELEMENTARY RUSSIAN

Mrs. Segall

Five periods a week

Russian grammar, conversation and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

- 101 INTERMEDIATE RUSSIAN Mrs. Segall
Four periods a week
 Grammar review, reading in Russian classics and contemporary materials, conversation; three hours credit. Prerequisite: a grade of 70 or higher in Russian 001, or the equivalent.

490 COMPREHENSIVE CONFERENCE

COURSES OFFERED AT BRYN MAWR

- 100 INTENSIVE RUSSIAN Miss de Graaff and Mrs. Pearce
Meets ten hours a week for double credit
- 200 ADVANCED TRAINING IN THE RUSSIAN LANGUAGE Mrs. Segall
- 201 READINGS IN RUSSIAN LITERATURE Mrs. Pearce
- 203 RUSSIAN LITERATURE IN TRANSLATION Mrs. Pearce
Offered in 1973-74 and alternate years.
- 302 PUSHKIN AND HIS TIME Miss de Graaff
- 303 RUSSIAN LITERATURE OF THE TWENTIETH CENTURY Miss de Graaff
Offered in 1973-74 and alternate years.

SOCIOLOGY AND ANTHROPOLOGY

Professor A. PAUL HARE

Associate Professor WYATT MACGAFFEY, *Chairman*

Assistant Professor WILLIAM HOHENSTEIN

Lecturer PAUL E. WEHR†

Sociology at Bryn Mawr

Professor EUGENE V. SCHNEIDER

Sociology courses at Bryn Mawr and Haverford are intended to be complementary. Students interested in sociology should consult the Bryn Mawr College calendar.

A student majoring in sociology selects a member of the full-time staff as his advisor and develops a program of study acceptable to the advisor as fulfilling the college's general educational aims and as including a coherent and relatively intensive exploration in the discipline of sociology. The department expects such a program to lead to an understanding of past and present theories of social behavior, of their application to concrete examples of interpersonal relations, institutional structure, social conflict and change, and of the methods of sociological research. Both parts of Sociology 155 are recommended as preparation for other work and are required of majors, who are expected also to take 159a or 251b (sociology); 252b or 354b (sociology); any two of 254b, 357a (anthropology), 356a, and 358a (sociology); 152a (anthropology) or 253b (social psychology); 450b (senior thesis or equivalent); and two sociology courses on other campuses. Majors are also expected to include in their programs pertinent courses from related disciplines such as Psychology and Philosophy.

Students intending to specialize in social psychology should see Mr. Hare; in institutional analysis and the classical sociological writers, Mr. Hohenstein; in social anthropology, Mr. MacGaffey. Those interested in anthropology, whether they expect to major in this Department or not, are advised that the courses 152a, 355b, 357a and 254b should preferably be taken in that order. Their attention is also drawn to departmental offerings at Bryn Mawr, Swarthmore, and the University of Pennsylvania. Foreign language competence, preferably in French or Spanish, is recommended, and at the graduate level will be indispensable. Majors in Sociology are urged to take advantage of the "term away" provision to gain experience of unfamiliar social and institutional conditions.

†On appointment first semester 1972-73.

051f THE OEDIPUS COMPLEX

Mr. MacGaffey

Beginning with Freud's descriptions of the Oedipus Complex, the course will explore the economics and psychology of family structure and child socialisation in a number of cultures, contrasting particularly those of Eurasia and Africa. Simultaneously the course will introduce structuralist methods, beginning with analysis of the Oedipus myth. Prerequisite: consent of the instructor.

Offered in 1972-73.

053f PRECOLONIAL AFRICAN HISTORY

Mr. MacGaffey

An outline of history and cultural development, combined with a critique of historiographic method in the African context.

Offered in 1972-73.

055a SOCIAL CONFLICT

Mr. Wehr

Various theoretical approaches will be applied to analysis of contemporary instances of conflict between groups, organizations and states. The seminar will draw heavily on the works of Lorenz, Coser, Boulding, Dahrendorf, Coleman and Burton. Enrollment limited to fifteen. Prerequisite: consent of the instructor.

152a ELEMENTARY ANTHROPOLOGY

Mr. MacGaffey

An introduction to the distinctive concerns and methods of social anthropology through the study of systems of production, social reproduction, and exchange in Subsaharan Africa. Enrollment limited to 30. Not open to seniors.

155 FOUNDATIONS OF SOCIOLOGY

Mr. Hohenstein

An introduction to the key questions addressed by the major figures in the sociological traditions. In particular the concepts of freedom, responsibility, alienation, class, power and progress will be examined for their relevance to an understanding of contemporary societies.

159a SOCIOLOGY OF THE FAMILY

Mr. Hohenstein

The course will examine the family as an ongoing social institution. Consideration will be given to forces such as culture, social class, religion and education which affect family structure. Special attention will be paid to changes and conflicts stemming from difficulties in sex and age role-adjustment. Comparison will be made between the family structures of America and Sweden.

162a,b ANALYSIS OF INTERPERSONAL BEHAVIOR

Mr. Hare

The aim of the course is to improve the student's abilities to observe, analyze and understand his own behavior and that of others in everyday interpersonal situations. The class constitutes a self-analytic training group in which the

student is expected to demonstrate his abilities by effective participation in the group as well as in periodic written analysis. Problems for analysis are drawn from events in the group.

- 216a AFRICAN CIVILIZATION Messrs. Mortimer or MacGaffey
(See *General Courses—Social Science 216a*)

- 251b SOCIOLOGY OF CRIME Mr. Hohenstein
Consideration will be given to: historical overview of criminological theory from Lombroso to the present; social class, race, age and sex as factors in crime; the place of statistical and individual case studies in the development of theory; and contemporary trends in treating the offender.

- 252b SOCIAL CHANGE Mr. Hohenstein
Major theories of social change current in contemporary sociology will be considered. Readings include Marion Levy, Herbert Marcuse, Robert Nisbet, Ralf Dahrendorf and Philip Rieff. Prerequisite: Sociology 155 or consent of the instructor.
Offered in 1972-73 and alternate years.

- 253b SOCIOLOGY OF SMALL GROUPS Mr. Hare
Theoretical and experimental analysis of the structure and process of interaction in small discussion, therapy, or work groups. The effects of variables such as leadership, group size, members' personalities and the communication network will be examined. Class members will conduct and observe experimental groups in the laboratory and use the computer to simulate observed interpersonal behavior.

- 254b SOCIAL ANTHROPOLOGY Mr. MacGaffey
History, theory and method in social anthropology, showing how fundamental assumptions about human nature and social process affect the collection and interpretation of ethnographic data. Outline of fieldwork techniques and experiences. Not open to freshmen.
Students interested in field research practice are invited to take an additional half-credit course of independent study.

- 257a DYNAMICS OF NONVIOLENCE Mr. Hare
A review of social-psychological theories and other theories of nonviolent direct action. Class discussion will be based on written case material and field observation.

- 354b SOCIOLOGY OF KNOWLEDGE Mr. Hohenstein
An analysis of European and American theories of the social factors which influence and affect the development of knowledge. Emphasis will be placed on the writings of Karl Marx, Émile Durkheim, Karl Mannheim, and Talcott Parsons. Particular consideration will be given to the role of the intellectual in contemporary America and to the epistemological assumptions behind

procedural rules in the social sciences. Prerequisite: Sociology 155, or equivalent with permission of the instructor.

Offered in 1973-74 and alternate years.

355b ANTHROPOLOGY OF RELIGION Mr. MacGaffey

(Also called Religion 355b)

Contemporary ethnographic work in the field of religion considered in relation to the most important theoretical contributions, particularly those of French authors. A knowledge of French is helpful but not essential. Not open to freshmen.

356a SEMINAR IN SOCIAL THEORY Mr. Hohenstein

A comparison of the theoretical positions of Karl Marx, Max Weber, and Talcott Parsons. Prerequisite: consent of the instructor.

Offered in 1973-74 and alternate years.

357a POLITICAL ANTHROPOLOGY Mr. MacGaffey

(Also called Political Science 357a)

Theory of corporations, social morphology, and social change. Selected topics in the comparative study of government and law.

358a SEMINAR IN RESEARCH METHOD Mr. Hohenstein

Logic of scientific inquiry; the uses of survey research designs; introduction to inferential statistics; critical examination of two major studies in the field.

Offered in 1972-73 and alternate years.

360b SOCIOLOGY AND PHILOSOPHY Mr. MacGaffey

A seminar in the sociology of Émile Durkheim, its antecedents, and the influence of *l'Année Sociologique*. A knowledge of French is useful but not necessary. Prerequisite: consent of the instructor.

Offered in 1972-73.

450b SENIOR DEPARTMENTAL STUDIES Staff

Required of majors in their senior year.

480d, e, g, h INDEPENDENT STUDY Staff

Research papers and reading courses on special topics based upon the individual interests of advanced students. Prerequisite: approval of a research or reading proposal by the instructor.

SPANISH

Assistant Professor LUIS MANUEL GARCÍA-BARRIO, *Chairman*
Instructor RAMÓN GARCÍA-CASTRO

The Department of Spanish aims to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture.

Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on conversation, reading, and grammar. Even in these elementary courses the approach corresponds to the liberal tradition of the College, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures. Interested students should consider, in addition to the courses listed below, the offerings in Spanish at Bryn Mawr College.

Students are encouraged to come in contact with Hispanic culture as much as possible. Participation in the activities of the Spanish House, and study in Spain and Spanish-America are highly recommended.

MAJOR REQUIREMENTS

Spanish 101, 102, 480a or b, 490a or b; additional Spanish courses and supporting courses in other Departments, to be arranged in individual conference with the major supervisor; history of Spain and Spanish America as a background for literature; comprehensive examination. Any major requirement except 490 may be fulfilled by taking the comparable course at Bryn Mawr.

Spanish majors are advised to take, at Bryn Mawr, 202 (Spanish Readings and Composition).

REQUIREMENTS FOR HONORS

Honors in Spanish are awarded to students who consistently show high-quality work in their literature courses and undertake study beyond the normal requirements. Every Honors student must complete at least one project course. A minimum grade of 88 is required in the comprehensive examinations. High Honors are awarded on the basis of a further oral examination.

- 001 ELEMENTARY SPANISH Messrs. García-Barrio and García-Castro
Development of the basic structural and phonetic skills to introduce the students to "fundamental" Spanish. Greatest emphasis is placed on spoken Spanish, with some grammar and written exercises, to enable students to

understand and maintain a conversation. Students with some background in the study of the Spanish language are advised to see the instructor before taking the course.

- 003 INTERMEDIATE SPANISH Messrs. García-Barrio and García-Castro
Review of conversational skills; Spanish grammar; reading materials from Spanish and Spanish-American literatures, as well as from magazines and newspapers of the Hispanic world. Students are expected to develop an involvement with Hispanic culture in order to improve and test their ability to use Spanish. Prerequisite: Spanish 001 or consent of the instructor.

101a,b INTRODUCTION TO SPANISH LITERATURE

Messrs. García-Barrio and García-Castro

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 003 or the equivalent.
Offered in 1973-74.

102a,b INTRODUCTION TO SPANISH-AMERICAN LITERATURE

Mr. García-Castro

A survey of Spanish-American literature from the colonial period to modern times. Lectures, written and oral reports. Prerequisite: Spanish 003 or consent of the instructor.
Offered in 1972-73.

204a,b MASTERPIECES OF SPANISH AND
SPANISH-AMERICAN LITERATURE

Mr. García-Castro

Readings of the most important works of literature in Spain and Spanish America; their importance in the development of the Hispanic world and their relation to Western Civilization.

This course is especially recommended to those students from other Departments who have to fulfill a two-semester requirement in another literature. Prerequisite: consent of the instructor.
Offered in 1973-74.

302a PROSE OF THE SIXTEENTH AND SEVENTEENTH CENTURIES

Mr. García-Barrio

A study of the picaresque novel from *Lazarillo de Tormes* to *Fr. Gerundio de Campazas*. Prerequisite: consent of the instructor.
Offered in 1973-74.

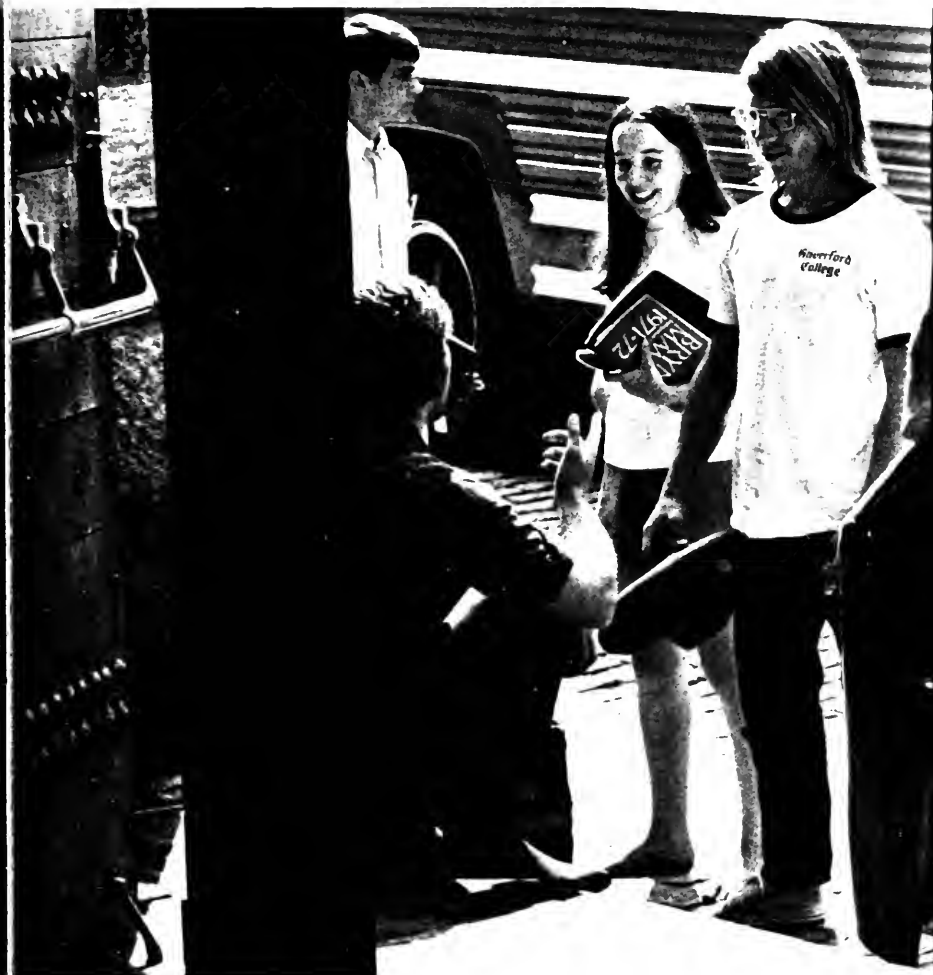
304b SPANISH DRAMA OF THE SIXTEENTH AND
SEVENTEENTH CENTURIES

Mr. García-Barrio

The works of Lope de Vega, Tirso de Molina, Calderón de la Barca and other dramatists from the beginning of Spanish drama to the end of the 17th century. Prerequisite: consent of the instructor.
Offered in 1972-73.

- 305b STUDIES IN EIGHTEENTH AND NINETEENTH CENTURY
SPANISH LITERATURE Mr. García-Barrio
Literature of Neoclassicism, Romanticism and Realism in Spain. Prerequisite:
consent of the instructor.
Offered in 1973-74.
- 309a CONTEMPORARY SPANISH THEATER Mr. García-Barrio
A study of Spanish drama since 1900: Benavente, Valle-Inclán, García-Lorca,
Unamuno, Casona, Buero Vallejo, Sastre; possibility of staging one of the
plays studied in the course. Prerequisite: consent of the instructor.
Offered in 1972-73.
- 313b LITERATURE OF THE CARIBBEAN Mr. García-Castro
A selection of essays, novels, plays, and poetry from Columbus to the pres-
ent, including Darío, Martí, Henríquez Ureña, Carpentier, Asturias, Nicolás
Guillén, Palés Matos, René Marqués. Prerequisite: consent of the instructor.
Offered in 1972-73.
- 480a,b INDEPENDENT STUDY Staff
Suits the needs of the individual student on subjects not covered by the
regular courses. The student must present a detailed outline of the area of
work to be done. The consent of the instructor involved is required.
- 490 SENIOR DEPARTMENTAL STUDIES Staff

SPECIAL PROGRAMS OF INSTRUCTION



FRESHMAN SEMINARS

URBAN STUDIES

PHYSICAL EDUCATION

THE FRESHMAN SEMINAR PROGRAM

Administrative Staff

Associate Professor DIETRICH KESSLER

Associate Professor DOUGLAS G. MILLER, *Chairman*

Associate Dean DAVID POTTER

The Freshman Seminar Program is intended to give the student a unique educational experience at the beginning of his college career. Taught by members of all divisions of the college, the seminars are interdisciplinary in approach rather than formal introductions to the various departments. The topics considered represent vital concerns of the faculty and have been chosen to meet a variety of intellectual interests.

Normally limited to twelve students, each seminar meets regularly in two forms; as a group for the discussion of assigned readings, and in tutorials of three or four students each for the reading and criticizing of papers. The seminars aim to encourage critical reading, rigorous discussion, and effective writing, all in relation to coherently defined topics.

All seminars meet at the same times—Tuesday and Thursday at 11:30 a.m. Each seminar group makes arrangements for its own tutorials, which normally take the place of a third class-meeting.

For his first semester each freshman is assigned either to the Seminar Program or to a section of freshman English; in the second semester the assignments are reversed. A student in the Seminar Program is given the seminar of his choice to the extent that this is compatible with the limitation on class size.

Examples of topics offered in past seminars include:

Comparative Mythology; North America and Africa; Uses of the Imagination; The Stalin Purges and Soviet Literature; The Individual and His Society in the Modern Novel; Game Theory and the Analysis of Political Conflict; The Dialogue: Ancient and Modern; Unsolved and Unsolvable Problems from Greek Mathematics; Utopias and Communal Societies; Literature of the Ghetto; The Self; The Eight Ages of Man; The Environmental Crisis; The Epic Journey; Political Conflict in Antiquity; China and India in Transition; Gods and Games: The Play-Element in Religion; The Literature of Protest and Identity in Modern Africa; The Scientist as Revolutionary; Arthurian Literature and Music; Politics Through Literature; The Year 1200; Existentialist Images of Man.

The seminars to be given each semester will be announced and described in advance of registration.

URBAN STUDIES

Assistant Professor SAMUEL GUBINS, *Advisor*

The program in Urban Studies is designed to permit the student to acquire a background of data, methods, and experience relevant to the problems facing cities and to encourage students to focus their studies on these problems and their possible solutions.

Utilizing courses currently offered in several departments, students apply to modern urban life the methodology and content of several disciplines. The program is designed to create a lasting interest in and concern for the quality of metropolitan civilization. In addition, the program serves those students contemplating graduate work in history or the social sciences as well as the areas of law, business, journalism, planning, and public service.

MAJOR REQUIREMENTS

Major requirements and the overall course of study are agreed upon in consultation with the advisor, taking account of the student's special strengths and interests. In planning his schedule a student should anticipate the following requirements:

An introductory course in two of the following fields: economics, political science, psychology, and sociology.

A disciplinary base will be established by taking one of the following sequences of courses:

Economics 111a or b, 112a or b; 115a or 214b; 224a; 301a; 304b or 306b or 309b.

Political Science 151a or 152b; 200a or 218b; 228b, 316b, 351a.

Psychology 015a, 136a, 223a, 238b; 307b or 343b.

Sociology 155, 159a; 251b or 252b; 254b or 357a; 257a.

A course on quantitative methods;

A senior thesis based on empirical, field or theoretical work;

A senior evaluation. Each student will choose one faculty member to associate with the Urban Studies Advisor in supervising the thesis and the senior evaluation;

Four additional courses which may be chosen from those listed below as well as others offered at the University of Pennsylvania and Swarthmore College.

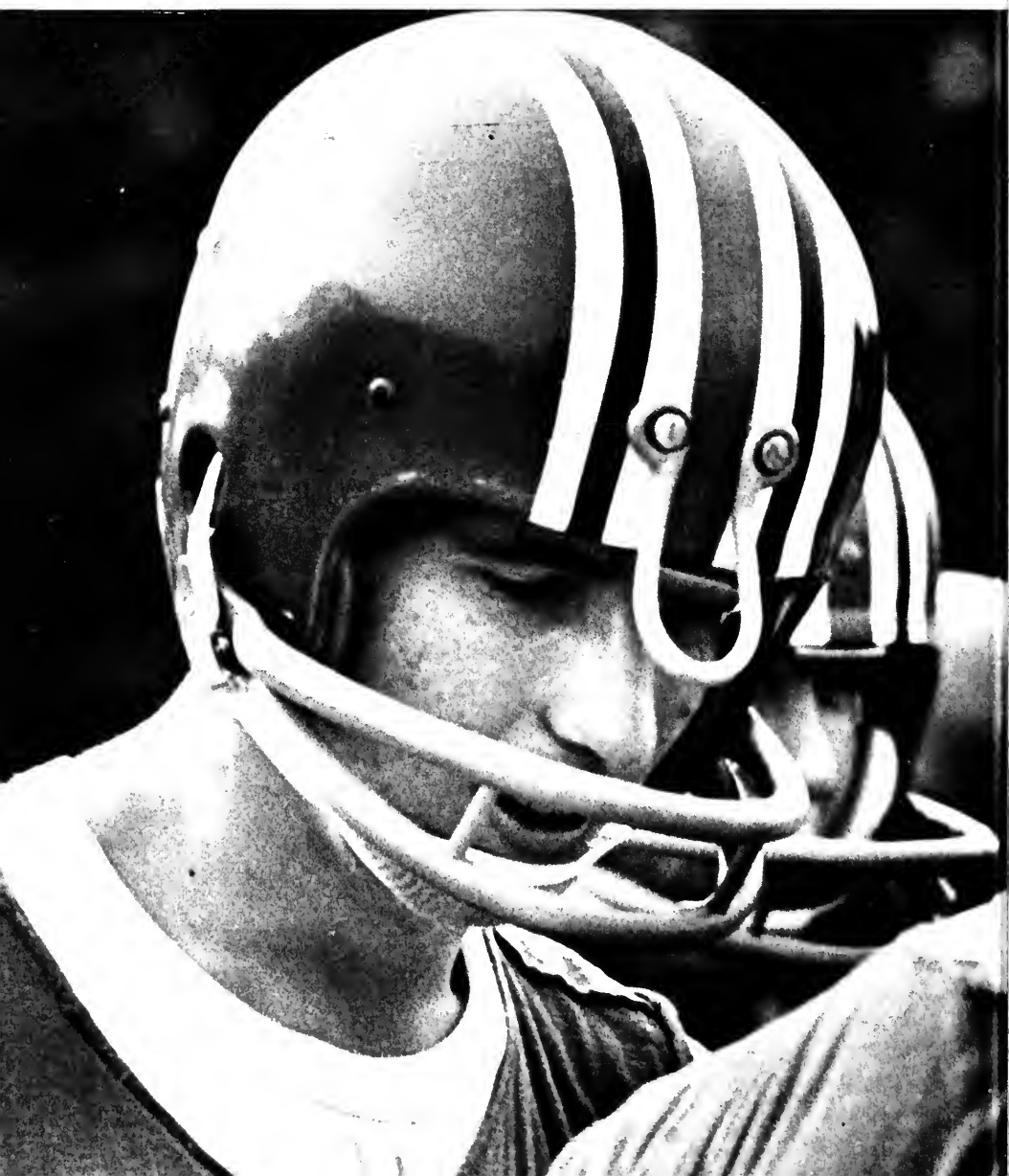
REQUIREMENTS FOR HONORS

The award of Honors will be determined on the basis of the senior evaluation, course work, and an outstanding paper.

COURSES AT HAVERFORD AND BRYN MAWR COLLEGES

Economics 101a,b	INTRODUCTION TO ECONOMICS	Staff
Economics 115a	ECONOMIC ACCOUNTING	Mr. Dixon
Economics 208b	PUBLIC FINANCE AND FISCAL POLICY <i>Offered at Bryn Mawr</i>	Mrs. Young
Economics 214b	ECONOMICS OF MINORITIES	Mr. Dixon
Economics 218b	SEMINAR IN LABOR RESOURCES	Mr. Coleman
Economics 224a	POLITICS AND ECONOMICS OF THE CITY	Mr. Gubins and Mr. Waldman
Economics 301a	STATISTICAL METHODS IN ECONOMICS	Mrs. Hunter
Economics 302b	INTRODUCTION TO ECONOMETRICS	Mrs. Hunter
Economics 304b	MICROECONOMIC THEORY	Mr. Gubins
Economics 306b	RESEARCH SEMINAR IN URBAN ECONOMICS	Mr. Gubins
General Courses Astronomy 099a	NUMERICAL METHODS	Mr. Green
Mathematics 119a	CALCULUS AND ANALYSIS	Mr. Sapojnikoff and Mrs. Trimble
Political Science 151a, 152b	POLITICAL ANALYSIS AND PUBLIC POLICY	Staff
Political Science 200a	URBAN SOCIETY <i>Offered at Bryn Mawr</i>	Mr. Ross and Mrs. B. Lane

Political Science 218b	COMMUNITY POLITICS <i>Offered at Bryn Mawr</i>	Mr. Ross
Political Science 228b	PUBLIC OPINION AND THE AMERICAN POLITICAL CULTURE	Mr. Waldman
Political Science 316a	ETHNIC GROUP POLITICS <i>Offered at Bryn Mawr</i>	Mr. Ross
Political Science 351a	COMPARATIVE POLITICAL SOCIOLOGY	Mr. Glickman
Psychology 015a	CONTEMPORARY PSYCHOLOGICAL TOPICS: ALIENATION AND THE EDUCATIONAL PROCESS	Mr. Heath
Psychology 136a	SOCIAL PSYCHOLOGY	Mr. Perloe
Psychology 223a	THEORIES OF PERSONALITY	Mr. Heath
Psychology 238b	PSYCHOLOGY OF LANGUAGE	Mr. D'Andrea
Psychology 307b	SOCIAL PSYCHOLOGY OF ATTITUDES	Mr. Perloe
Psychology 343b	PERSONALITY IN THE POST-INDUSTRIAL SOCIETY	Mr. Heath
Sociology 155	FOUNDATIONS OF SOCIOLOGY	Mr. Hohenstein
Sociology 159a	SOCIOLOGY OF THE FAMILY	Mr. Hohenstein
Sociology 251b	SOCIOLOGY OF CRIME	Mr. Hohenstein
Sociology 252b	SOCIAL CHANGE	Mr. Hohenstein
Sociology 254b	SOCIAL ANTHROPOLOGY	Mr. MacGaffey
Sociology 257a	DYNAMICS OF NONVIOLENCE	Mr. Hare
Sociology 354b	SOCIOLOGY OF KNOWLEDGE	Mr. Hohenstein



PHYSICAL EDUCATION

Professor WILLIAM DOCHERTY, JR.
 DANA W. SWAN, II, *Chairman and Director of Athletics*

Staff: KELLY COOPER
 FRANCIS E. DUNBAR
 DAVID FELSEN
 R. HENRI GORDON
 FREDERICK HARTMANN
 THEODORE KEYSER
 KAMRAN RASHID KHAN
 RICHARD O. MORSCH
 HOWARD PRICE
 OLIVER G. SWAN, JR.
 ANTHONY J. ZANIN

College Physician: WILLIAM W. LANDER, M.D.

The Physical Education Department stresses three elements in its program: the promotion of physical fitness as beneficial to physical and mental health, the attainment of proficiency in sports with lifelong participation value, especially in group endeavor, and the development of sportsmanship and community spirit through intramural and inter-collegiate competition.

The Department aims to guide the student to activities which are commensurate with his level of physical development, while teaching him the physiological and psychological advantages of physical activity.

The Department places special emphasis on providing facilities for, and instruction in, sports with lifelong participation value. Haverford's courses in physical education seek to insure that each student will develop both interest and proficiency in a sport which he can continue after graduation.

The intramural program offers a variety of individual and team activities from which the student may derive the rewards and satisfactions of working with others and of sharing responsibility in a group endeavor. Intramurals also provide an important component in the recreational offerings of the College.

The athletic program as a whole, from basic instruction to intercollegiate competition, is concerned with the individual student's development and enjoyment. The sports selected are determined mainly by current student interest.

PROGRAM

The intercollegiate program consists of schedules in 13 sports. Participation in these sports may be substituted for the physical education requirement. The following table summarizes the sports and physical education activities available. Special programs may be arranged with the permission of the Department.

<i>Intercollegiate</i>			<i>Instructional and Intramural</i>	
FALL:	Football	Cross	Golf	*Tennis
	Soccer	Country	*Soccer	Weight training
	Cricket		Sailing	**Modern dance
			*Touch Football	
WINTER:	Basketball		Badminton	Karate
	Fencing	Wrestling	*Basketball	*Volleyball
			Handball	Weight training
			Sports Instruction	**Modern dance
SPRING:	Baseball		Golf	*Tennis
	Cricket	Tennis		**Modern dance
	Golf	Track		Special physical activities
	Lacrosse		*Softball	

*Intramural competition available.

**At Bryn Mawr College.

Evidence of satisfactory physical condition is required by the Department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight-lane straight-away cinder track; 4½-mile cross country course within the campus limits; the Class of '88 - '22 and Merion Fields — which are used for soccer in the fall and softball and lacrosse in the spring; a skating pond, Cope Field for cricket, the Class of '16 Field used for practice football in the fall and baseball in the spring; fifteen tennis courts, six of which are all-weather; a driving range with green and sandtraps for golf practice, and the privileges of Merion West Course for the varsity golf team.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the Gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room, and training room. A basketball court is on the main floor, with handball and badminton courts. A new locker facility is scheduled for completion in 1973.

Alumni Field House, donated by alumni and friends of the College in 1957, provides extensive facilities for additional athletic activities. Included are a 7-lap-mile track and areas for field events, a 120' by 120' indoor dirt "playing field," a batting cage for baseball and cricket, nets for golf, two basketball courts, and two tennis courts. Spectator seating capacity exceeds 1000.



**STUDENT
SERVICES
AND
ACTIVITIES**



HEALTH PROGRAM

The Haverford College health program is under the direction of the College physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the university hospitals in Philadelphia. A College nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. A report of this examination, on a form supplied by the College and signed by the student's physician, must be submitted to the College physician not later than October 1 each year. Follow-up examinations are given when indicated by the College physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the College. Pre-entrance chest X-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and emergency service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, X-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$15 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000 for each accident. The expenses covered include X-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the unit fee which is paid by all students.

COUNSELING SERVICES

The College offers counseling for personal, educational, or vocational problems, under the direction of two clinical psychologists and a consultant psychiatrist. When warranted, referral is made to outside sources for psychotherapy in private practice. All student communications with the counseling staff are held in strict professional confidence, as are the names of students counseled.

ACADEMIC EXTENSION AND CAREER COUNSELING OFFICE

For students seeking experience to complement their academic programs and to begin their exploration of careers, the Academic Extension and Career Counseling Office provides an integrated program.

The *Academic Extension Program* assists students and faculty in the development of (1) term-away projects (see page 58) and (2) single-course field work.

Students seeking a *term-away* may develop a personal program or they may join with other students to form a living and study unit that concentrates its efforts on particular social problems. For example, students may live in a community and work as interns in the public school system, with citizens' action-groups on housing problems, in total-care institutions such as prisons or homes for handicapped children, or they may live and work in suburban communities in a variety of human-service capacities. All term-away programs must be approved in advance by the Committee on Student Standing and Programs and by the student's major supervisor.

Students from all academic disciplines are assisted in developing *single-course field placements* that will enrich a particular course. The Academic Extension and Career Counseling Office maintains a close liaison with community resources and institutions. Through these relationships students may seek experiences ranging from a few hours to full days, depending upon the requirements of their courses and the guidance of their faculty advisors.

Career Counseling and Placement: Inherent in all experiences that students gain through the Academic Extension Program is the potential for career exploration. Students are afforded the opportunity to try out various careers. In addition to these experiences, the Office assists students in exploring their interests and talents through individual and group counseling and vocational testing.

Students seeking work opportunities both during and after college are assisted through the Office. From freshman through senior years students have a wide range of experiences — workshops in career opportunities, orientation and training programs, off-campus field work, personal counseling and testing — that assist them in isolating career interests.

Volunteer service: Traditionally Haverford College has emphasized service to the community. Through the Office students are assisted in their development of volunteer service programs and placements in tutoring, day care centers, suburban and urban human service agencies, etc. Orientation and training programs support the students in their work.

As a whole, the Academic Extension and Career Counseling Office offers students the opportunity to integrate their search for academic excellence with their search for direction in their lives.

STUDENT GOVERNMENT

The Students' Association is made up of all students enrolled at Haverford College. The College has delegated to the Students' Association — and the Association has accepted — the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The Students' Association in turn delegates authority to the Students' Council and to the Honor Council to carry on its executive, legislative, and judicial functions.

The Students' Council manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the unit fee. Through its several committees, the Council is involved in almost every facet of student life and campus governance.

The Honor Council administers all aspects of the honor system and has the responsibility of interpreting specific matters pertaining to the honor system.

HONOR SYSTEM

The honor system at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the honor

system stipulates that one should distinguish clearly between one's own work and material from any other source. Because of this, examinations are self-scheduled and are not proctored.

The honor pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College honor system, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the honor system and the attitude of personal and collective honor upon which it is based."

Each entering student must feel confident before selecting Haverford that he can give his active support to the honor system.

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the honor system to report himself to the Honor Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student is pledged to report the matter to the Honor Council. In this manner each individual becomes personally responsible for the successful operation of the entire honor system.

The following statement has been prepared by the undergraduate Honor Council:

"In the Honor System are embodied the stated ideals of Haverford College. Yet as with any set of ideals, practice frequently does not square with them. Among those ideals is the means of mediating differences between individuals and between groups known as confrontation, which, under the Honor System, means subjecting one's beliefs and those of others to a new examination. Confrontation can thus take the form of a dialogue between persons with different standards. Currently, serious confrontations are being made to the College itself initiated by several groups including Black, Puerto Rican and Bryn Mawr students and, at one time, women transfer students. These confrontations point out how Haverford's reality differs from its stated ideals, and that these ideals might be insufficient for a diverse community. These confrontations include problems of how all segments

of Haverford College relate to each other, and the viability of Haverford for minority and women students, and ultimately, for all students.

As it stands ideally, the Honor System consists of an Honor Code which is administered by an Honor Council, a body of 12 students chosen from the student body. The Code represents an attempt by students to mediate the tensions between themselves as free individuals and the restrictions imposed upon them by their living together and their commitment to academic work, in the absence of a system of rules. This gives confrontation its central place, implemented by a reporting procedure. If a student believes that another's actions may be in conflict with the principles of responsibility and respect inherent in the Code, he must discuss the matter with the individual concerned. If after discussion either student finds these actions to be in possible conflict with the Code, the student whose actions are in question must bring the matter to a member of the Council. If the matter cannot be resolved on this level, it then comes to the entire Council. The Code also contains various specific concerns which discuss guidelines for academic honesty, integrity in social relations, and responsibility in the use of drugs and intoxicants. Upon entering the College, the student pledges himself to uphold the principles of confrontation, respect, and concern.

"The current confrontations raise serious questions concerning the functioning of the College and the role of the Code. What is the role of an Honor Code at a college whose student body is becoming more diverse and thus holds increasingly diverse values? What is the role of a Code which traditionally operated in a homogeneous community, in a College which is no longer a homogeneous Community? Do we need reformulation of Community at Haverford, perhaps involving diverse perspectives on a common goal?

"There are no easy answers to these questions. Present and future evaluations of the Code will try to consider the ideals of the Code in the larger context of the student body, faculty, administration and staff: the *entire* College community. As evaluations will hopefully bring about basic changes in Haverford, its ideals, and the way its ideals are put into practice, it is likely that the System will not appear in its present form even a year from now. This is not undesirable, as a healthy Code must prompt constant evaluations of individual and group interrelations within the College, and of the Code itself, since it both defines and reflects those interrelations. Indeed, an absence of individ-

ual and group confrontations is viewed as an indication that the Code is unimportant to the College. Confrontations are taking place, and the College is attempting to respond. The quality of that response will be the best indicator of the possibility of an Honor System working successfully at Haverford. An Honor System is the most complex and challenging form of self-government; we hope that individuals at Haverford College can rise to it.

The Honor Council"

STUDENT ORGANIZATIONS AND PUBLICATIONS

Haverford students participate in a wide variety of cultural and social activities. The extracurricular life here is less formalized than that of many other colleges. There are many activities and organizations which continue to function year after year and others which flourish when there is sufficient student interest. At Haverford every student is encouraged to join with others in pursuing mutual interests, with the understanding that in this way he will be making the kind of contributions which are so necessary if this small community is to maintain diversity and to provide a rich experience for all its members.

Many of the organizations, such as the Drama Club, various musical groups, and the Modern Dance Club, cooperate with organizations at Bryn Mawr College. Others are more exclusively composed of Haverford students.

Students and other members of the community may participate in the Bryn Mawr-Haverford Chorus or Orchestra under professional direction. At least one major choral-orchestral work is given every year; numerous smaller concerts feature student composers and performers, as well as visiting artists.

A program for chamber music was instituted in 1969 in conjunction with the appointment of the De Pasquale String Quartet and Sylvia Glickman, pianist, as artists-in-residence. The artists-in-residence offer a series of public performances during the year as well as a program of chamber-music coaching. Any student with sufficient instrumental background is eligible to participate.

Publications include the *Haverford-Bryn Mawr College News*, the campus newspaper which appears weekly, and *Work and Days*, a literary magazine. Opportunities for participation by all interested students are available on business and editorial staffs of these publications.



**FELLOWSHIPS,
SCHOLARSHIPS
AND
PRIZES**



ENDOWED FELLOWSHIPS FOR HAVERFORD GRADUATES

CLEMENTINE COPE FELLOWSHIPS, established in 1899 by Clementine Cope, granddaughter of Thomas P. Cope, member of the Board of Managers from 1830 to 1849.

These fellowships are to "assist worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers."

First and Second Cope Fellows are nominated by the faculty and selected by the Board of Managers. Individual stipends, not to exceed \$1,000, are determined by the Board.

Letters of application, accompanied by relevant statements of extra-curricular activities, must be in the hands of the President by March 1.

AUGUSTUS TABER MURRAY RESEARCH FELLOWSHIPS, established in 1964 by two anonymous friends "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College of the Class of 1885."

These fellowships are for further study in English literature or philology, the classics, or German literature or philology, in other institutions, toward the degree of Doctor of Philosophy or its future equivalent.

Only unmarried students are eligible. Further considerations are the candidate's promise of success in graduate work and the availability of other financial assistance in his proposed field of study.

Usually one Augustus Taber Murray Research Fellow is nominated by the faculty on recommendation of the Committee on College Honors, Fellowships and Prizes. Individual stipend is \$900. The same student may be awarded the fellowship for two or three years.

Letters of application must be in the hands of the President by March 1.

ENDOWED SCHOLARSHIPS

(It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.)

1890 MEMORIAL SCHOLARSHIP FUND — Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in

recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the College to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND — Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS — Scholarships, awarded at the discretion of the faculty to some student or students preparing for medicine, the selection to be based on character, scholarship, and financial need.

WILLIAM HENRY CHAMBERLIN SCHOLARSHIP FUND — This Fund was established by a Deed of Trust effective on the death of William Henry Chamberlin, Class of 1917, on September 12, 1969.

CAROLINE CHASE SCHOLARSHIP FUND — Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time President of the College. This fund is an expression of Thomas Chase's enthusiastic appreciation for the College's high standards of scholarship in Greek, Latin, and English literature.

CLASS OF 1904 SCHOLARSHIP FUND — Established June 4, 1954, in commemoration of the 50th Anniversary of the Class of 1904. The income from this fund, which was contributed by the Class and the families of its deceased members, will provide one scholarship.

CLASS OF 1912 SCHOLARSHIP FUND — The fund was given in commemoration of the 50th Anniversary of the Class of 1912. The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student.

CLASS OF 1913 SCHOLARSHIP — One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

CLASS OF 1917 SCHOLARSHIP — One scholarship, preference to be given to descendants of members of the Class of 1917 who may apply and who meet the usual requirements of the College.

CLASS OF 1936 SCHOLARSHIP FUND — Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction.

W. W. COMFORT FUND — This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving College, repay to the fund the amount which he received while an undergraduate.

J. HORACE COOK FUND — Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, one to be awarded each year so that there will be a student in each class receiving his tuition from this fund.

HOWARD M. COOPER SCHOLARSHIP — Upon her death on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a life-long member.

THOMAS P. COPE SCHOLARSHIP — One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP — One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship, and financial need."

JONATHAN AND RACHEL COPE EVANS FUND — Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans, one half of the income of this fund is to be used for scholarships.

THE F OF X SCHOLARSHIP — Established by the bequest of Legh Wilber Reid, esteemed professor of mathematics at the College from 1900 to 1934, who died April 3, 1961. His will provides that the scholarship is to be known as The F of x Scholarship and be awarded to a student in the sophomore, junior, or senior class who has successfully, completed the freshman course in mathematics at Haverford College, who has shown a real interest in mathematics, and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP — One scholarship, established June 13, 1946, by Mrs. Madeleine Scabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this fund is applied in paying tuition and other College expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND — Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant to commemorate the service to Haverford College of Prof. Elihu Grant, from 1917 to 1938 a member of the College faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects. In special circumstances the income may be utilized to assist those working for a postgraduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND — Established in June 1952, by Grace H. Griffith, in memory of Roy Thurlby Griffith of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, preference to be given to boys who have no father and who are in need of financial assistance.

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP — One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND — Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles; to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create; to be awarded by the Managers to needy and deserving students; and to be known as Sarah Tatum Hilles Memorial Scholarships.

HUGHES SCHOLARSHIP FUND — This fund was established in 1968, by a bequest of a portion of the residue of the estate of James E. Hughes, Class of 1894, who died October 10, 1960.

ISAAC THORNE JOHNSON SCHOLARSHIP — One scholarship, established in 1916 by a member of the Class of 1881 "to assist worthy young men of Wilmington (Ohio) Yearly Meeting or of the Central West to enjoy the privileges of Haverford College."

MARY M. JOHNSON SCHOLARSHIP — One scholarship.

JACOB P. JONES ENDOWMENT FUND — This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP — One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND — Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this fund are to be used for scholarships or loans to students majoring in Philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from any who might be interested.

WILMOT R. JONES FUND — This bequest of \$5,000 was left by Wilmot R. Jones, Class of 1923, who died September 6, 1970, "for the unrestricted use of the Board of Managers . . ., of which I was a member for ten years, with the hope that my small gift may be added to the endowment funds for scholarship purposes . . .".

GEORGE KERBAUGH SCHOLARSHIP — This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, Class of 1910, who headed the efforts of the Triangle Society to provide additional stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP — Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS — Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the Class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP—Established in December 1949, in memory of Max Leuchter, father of Ben Z. Leuchter of the Class of 1946. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship and financial need.

ARCHIBALD MACINTOSH SCHOLARSHIP FUND — This fund was established in 1959 and later increased by admirers and friends of Archibald MacIntosh, and is used preferably for scholarship purposes.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP — One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship and financial need.

SARAH MARSHALL SCHOLARSHIP — One scholarship.

CHARLES MCCAUL FUND — Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be awarded to students who show special interest in the field of religion and the social sciences.

WILLIAM MAUL MEASEY TRUST — Established in 1952 by the late William Maul Measey, a friend of the College, who was deeply interested in education and who wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP — One scholarship, intended for the member of the freshman class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900 — “a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living.”

W. LACOSTE NEILSON SCHOLARSHIP — Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP — One scholarship.

INAZO NITOBE SCHOLARSHIP FUND—Established in November, 1955, under the will of Anna H. Chace, the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship.

THE JOSÉ PADÍN PUERTO RICAN SCHOLARSHIP FUND—The fund was established in October 1966 by a gift from Paulina A. Padín in memory of her husband, Dr. José Padín, of the Class of 1907. As both Dr. and Mrs. Padín had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of the scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the College. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for José Padín, who during his lifetime did so much for education in his native land.

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP — This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the President of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND — This fund was established in July 1965 by a grant of \$2500 from the Reader's Digest Foundation, and substantially increased in 1966 and 1967. The income only is to be used for scholarship purposes.

SCOTT AWARD — Established in 1955 by the Scott Paper Company Foundation. A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class.

DANIEL B. SMITH SCHOLARSHIP — One scholarship, awarded in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply.

JONATHAN M. STEERE SCHOLARSHIP FUND — Established in December, 1948, by Jonathan M. Steere of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, R. I., who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND — Established in February, 1956. One scholarship, awarded at the discretion of the faculty, on the basis of character, scholarship, and financial need.

DUDLEY W. SUMMERS SCHOLARSHIP FUND — Established in December 1970 by an anonymous donor in memory of Dudley W. Summers, '61.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP — Founded in 1949 in memory of William Graham Tyler of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship, and financial need.

A. CLEMENT WILD SCHOLARSHIP — Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIP — Three scholarships, usually awarded to members of the senior and junior classes.

THE ALBERT HARRIS WILSON AWARD FUND — Established in 1969 by the Class of 1919 at their 50th Reunion, this fund is for an "annual award to that member of the freshman class in mathematics who during the year has proved by his character, scholarship, and need to be the one whom Dr. Wilson would have most enjoyed helping were he still with us and teaching mathematics at Haverford College."

CASPAR WISTAR MEMORIAL SCHOLARSHIP — One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND — Established in December, 1955, in memory of Gifford K. Wright of the Class of 1893.

EDWARD YARNALL SCHOLARSHIP — One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS — Two or more scholarships, preference to be given to a native of New York or Connecticut who now resides in one of those states.

PRIZES AND AWARDS

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING — A first prize of \$150 and a second prize of \$75 will be given at the end of the sophomore, junior, or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on College Honors, Fellowships and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS — Two prizes of \$10 each, in books, to be known as the Class of 1896 Prizes in Latin and Mathematics, were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY — An annual prize of \$100 was established by the Class of 1898 on the 25th anniversary of its graduation, in honor of Lyman Beecher Hall, Professor of Chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

CLASS OF 1902 PRIZE IN LATIN—A prize of \$10, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the Chairman of the Classics Department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS — A first prize of \$30 and a second prize of \$20 are awarded on the basis of a three-hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the spring recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES — These have been combined into a single competition offering three awards of \$400, \$200 and \$100 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Recorder not later than May 1. The judges shall be appointed by the President of the College. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE — A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the Chairman of the Philosophy Department, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A first prize of \$40 and a second prize of \$25, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES — A first prize of \$50 and a second prize of \$45 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the President of the College, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE — A prize of \$25 is awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward College activities and scholastic work.

S. P. LIPPINCOTT PRIZE IN HISTORY — A prize of \$100 is offered annually for competition in the Department of History under the following general provisions:

First — Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the Department of History.

Second — The prize shall not be awarded twice to the same student.

Third — The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth — An essay of not less than 5000 words, written in connection with course or honors work in history, or independently of course work, treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Recorder not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE — A prize of \$50 established by A. Edward Newton may be awarded annually on the basis of departmental honors in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

WILLIAM ELLIS SCULL PRIZE — A prize of \$50, established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the upper-classman who shall have shown the greatest achievement in voice and in the articulation of the English language. This prize is administered by the English Department.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS — A prize of \$50 in memory of Dr. George Peirce, Class of 1903, is offered annually to a student of chemistry or mathematics who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference. The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD — Classmates of Edmund Jennings Lee, Class of 1942, who lost his life in the service of his country, have established in his memory a fund, the income from which is to be given annually to that recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extra-curricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The award is to be used in continuing to render such service.

WILLIAM W. BAKER PRIZE IN GREEK — A prize of \$25, in books, established in 1954 in memory of William W. Baker, professor of Greek at Haverford College from 1904 to 1917, is given in the study of Greek, and is administered by the Classics Department.

KURZMAN PRIZE IN POLITICAL SCIENCE — A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

JOHN G. WALLACE CLASS NIGHT AWARD — A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZES FOR EXCELLENCE IN THE FRENCH LANGUAGE — The French Department may recommend to the Associate Dean the names of two students in French 022 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded upon approval of the Associate Dean and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

THE VARSITY CUP — An award given to the member of the Senior Class who excels in leadership, sportsmanship, and athletic ability.

STEPHEN H. MILLER MEMORIAL AWARD — His friends have established in his memory an award which is to be given to that graduating political science major who best exemplifies the ideal of political involvement and social service expressed in the life and career of Stephen H. Miller, 1962, who lost his life while serving his country and his fellow man, taking part in village development in Vietnam.







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CORRESPONDENCE DIRECTORY

For information on:

Write to:

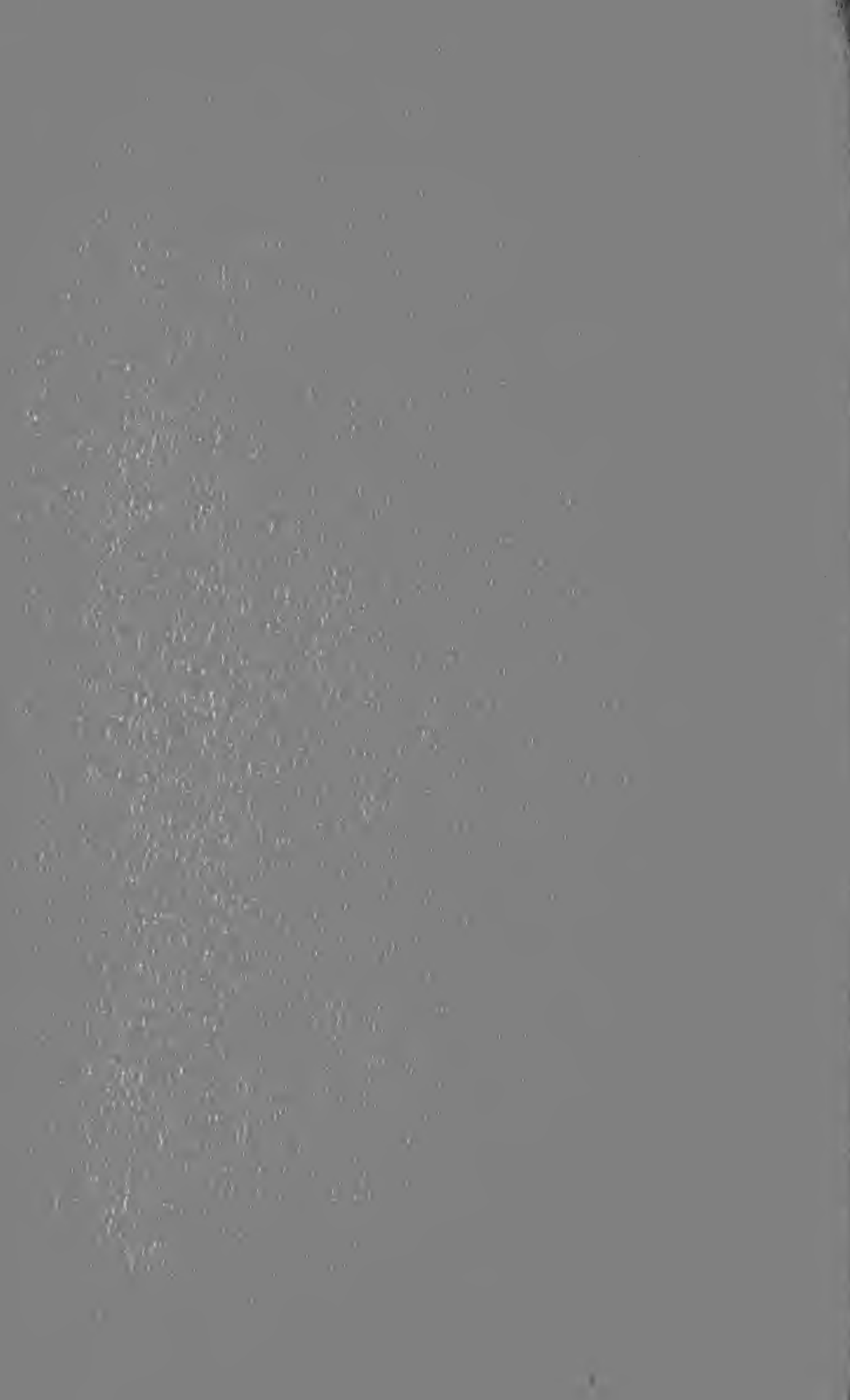
ACADEMIC AND FACULTY AFFAIRS	Gerhard E. Spiegel <i>Provost and Dean of the Faculty</i>
ACADEMIC STUDENT AFFAIRS	David Potter <i>Associate Dean of the College</i>
ADMISSIONS AND CATALOG REQUESTS	William W. Ambler <i>Director of Admissions</i>
ALUMNI AFFAIRS	Bertrand F. Bell, III <i>Director of Alumni Relations</i>
ATHLETICS	Dana W. Swan, II <i>Director of Athletics</i>
BUSINESS AFFAIRS	Stephen P. Theophilos <i>Acting Business Manager</i>
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GIFTS AND BEQUESTS	Stephen G. Cary <i>Vice President for Development</i>
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PURCHASING AND PERSONNEL	Stephen P. Theophilos <i>Acting Business Manager</i>
RECORDS AND TRANSCRIPTS	Delores Davis <i>Recorder</i>
FINANCIAL AID	William A. Shafer, Jr. <i>Director of Financial Aid</i>
STUDENT BILLS	Marie Stefan <i>Accountant</i>



Haverford College

TREASURER'S REPORT

1971-72



Haverford College

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REPORT OF THE TREASURER

October 14, 1972

TO THE CORPORATION AND THE BOARD OF MANAGERS:

It is a real pleasure to give my report for the year, July 1, 1971 to June 30, 1972, to a somewhat expanded corporation. Again I am unable to accompany it by a completed Auditor's Report. Charles Smith's move to Boston University on June 30, though he came down conscientiously for several weekends, delayed the report which though substantially completed, is not yet in our hands.*

OPERATIONS

We operated again this year at a deficit. Salary increases were continued at an average of 7%, but an unexpected loss of income of \$62,000, the result of students dropping out at the end of the first semester, and several unforeseen extra costs, led to a deficit of \$472,521. I am glad to say this is \$106,949 less than last year's. The expenditures were \$6,134,913 up by \$101,680 from a year ago in spite of the very firm efforts of the administration to hold the line. The total income for the period was \$5,662,392.

TOTAL RETURN

Perhaps the chief financial item of interest this year is the adoption by the Board, after approval by counsel, of the so-called Total Return concept.

As many of you know, from the time of J. Henry Scattergood, my predecessor as Treasurer, both he and I stressed the importance of common stocks in our portfolio in order to keep pace with seemingly inevitable inflation, and though this policy has resulted over the past 25 years in tripling our unit value (the measure of appreciation in market value), and though we have also had very considerable additions to our funds by gifts and bequests, these have not been enough to meet rising costs and the doubling of our enrollment. Therefore the Finance Committee and Board after thorough discussions, decided to do two things; one, to change our investment advisor to T. Rowe Price and Associates, Inc., an aggressive and successful firm whose business it is to seek vigorously for appreciation; and two, as a necessary corollary, to adopt the Total Return concept, beginning as of July 1, 1971.

This concept arose several years ago as a result of a report by the Ford Foundation criticizing college trustees for their investment policies. It has gained favor and is being widely accepted, and it seemed worthy of note in this year's report. The concept is based on a differentiation between corporate principles of accounting and trust law in the administration by colleges of

*Subsequently received and attached, see page 7.

their endowments. Under trust law there are generally two parties whose interests are antagonistic—the life tenant and the remainderman. The life tenant whose interest is income—and the remainderman whose interest is in appreciation. Whereas under corporate (Institutional) law there is only one body, the institution, and the choice of whether to stress income or principal is a single choice.

The meat of the concept is that the institution, through its advisors, may seek those stocks having the greatest likelihood of appreciation, and need not pay so much attention to the dividends. When the college so invests and the stock does increase in value, it is possible at the end of the year for the institution to sell enough securities, and to lower the market value by so much, which when added to income, results in a given percent, 5% of market value for instance, so that the return on investments is thus made sufficient for the conduct of the institution. The institution may choose whatever rate of return it deems reasonable, presupposing that the amount taken from principal leaves sufficient appreciation to justify the theory. It is probably unnecessary to stress that the whole concept depends on an inflationary economy, and a continued rise in the market value of the portfolio.

I will try to summarize the concept in a few words—it means that the dividends and appreciation are treated as one, and that the college has the right to take from appreciation enough to add to dividends and interest to give the college annual income (5% for instance) sufficient for its annual needs.

THE COMMON FUND

You will recall that in last year's report I noted our investment of three and a half million dollars in The Common Fund. You will be interested in the growth and conduct of this new fund for educational institutions currently supported by a grant from the Ford Foundation. The Fund began its first year on July 1, 1971 with sixty-two million eight hundred thousand dollars, 72 initial members, and two financial advisors. By the end of the fiscal year, June 30, 1972, there were 216 members,—colleges, universities and independent schools,—with total investments (at market value) of \$170,430,914. and cost value of \$158,613,915. The cumulative change for the year was plus 9.8%. Two new financial advisors were added, each advisor having maximum funds of seventy-five million under their aegis.

GIFTS AND ADDITIONS TO FUNDS

As you may be aware, this year has been a high year in both annual giving gifts and in additions to funds.

The results of annual giving were the best ever, due in part to a well conceived challenge program. A total of \$463,448. was raised during the fiscal year; \$118,000. better than last year, with over 52% of Alumni participating, which also was the highest percentage yet, and one of the highest in the country. The amount raised is about equal to the income on \$9,000,000.

In addition to this we have received word of two of the largest contributions in our history: \$750,000. from the William R. Kenan, Jr. Charitable Trust to establish the William R. Kenan, Jr. Professorship. A check was received in that amount in June. The other also for \$750,000. was from James P. Magill to establish the Ruth Marshall Magill Chair in Music, (for which we expect to

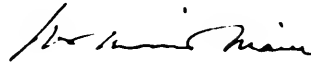
receive the funds in the first half of 1973). We have also received from James P. Magill \$324,476. on account of the cost of construction of new Locker facilities, to be added to by him as construction proceeds up to \$400,000.; \$145,573. has also been received toward the renovation of Founders Annex for the Gest Center for Religion, largely from Miriam Thrall; \$88,625. toward the renovation of Barclay Hall, and a substantial gift from Gerald Rorer for various improvements at the college, of the college's choosing, and gifts from several Foundations for current purposes totaling \$182,000.

In addition to these specific gifts, we have established under the new IRS regulation a Pooled Income Fund currently of some \$63,000. for those who may wish to benefit the college but retain the income for life.

CONCLUSION

This report would not be complete without reference to the exceptionally fine work over the past seven years of Charles Smith, first as Controller and then as Vice President for Business Affairs. Not only did he reorganize and conduct a very efficient business office, but also revolutionized and simplified our accounting and budgeting procedures, saving us a great deal of money, and did all these with efficiency and humor. He has left us to become the Chief Financial Officer and Vice President of Boston University, one of the most important financial positions in the university world. We shall miss him, but turn to our new Vice President, J. Ronald Leslie, to carry on.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Wm. Morris Maier". The signature is fluid and cursive, with the first name "Wm." and last name "Maier" clearly distinguishable.

Wm. Morris Maier, Treasurer



INDEPENDENCE MALL WEST, PHILADELPHIA, PENNSYLVANIA 19106
215-925-9710

December 22, 1972

To the Board of Managers
The Corporation of Haverford College

In our opinion, the accompanying balance sheet and the related statements of operations and of changes in fund balances and unexpended gifts, grants and income (pages 8 to 13), present fairly the financial position of The Corporation of Haverford College at June 30, 1972 and 1971, the results of its operations for the years then ended and the changes in fund balances and unexpended gifts, grants and income for the year ended June 30, 1972, in conformity with generally accepted accounting principles consistently applied. Our examinations of these statements were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of marketable securities by correspondence with the depository. It was impracticable for us to extend our examination of contributions received beyond accounting for amounts so recorded.

Price Waterhouse & Co.

THE CORPORATION C

BALANCE

Assets	June 30,	
	1972	1971
General fund		
Cash	\$ 569,805	\$ 111,140
Accounts receivable—Faculty and students	109,737	116,220
—Others	56,069	36,137
Bookstore inventory, at cost	33,069	28,794
Prepaid expenses and other assets	42,432	85,200
Deferred charges	41,363	44,138
	<u>\$ 852,475</u>	<u>\$ 421,629</u>
 Loan funds		
Cash	\$ 4,090	\$ 2,372
Accrued interest receivable	8,945	15,437
Loans to students	464,311	425,121
	<u>\$ 477,346</u>	<u>\$ 442,930</u>
 Endowment fund—Note 3		
Marketable securities, at cost	\$13,850,683	\$13,487,928
The Common Fund, at cost	3,528,091	3,528,091
Mortgages	376,181	367,792
College real estate, at cost less amortization	1,152,056	1,136,504
Other investments	71,533	71,536
	<u>18,978,544</u>	<u>18,591,851</u>
 Advances to other funds—Note 4		
General fund	2,063,245	1,278,522
Loan fund	338,643	298,150
Plant fund	4,573,810	4,850,512
	<u>6,975,698</u>	<u>6,427,184</u>
	<u>\$25,954,242</u>	<u>\$25,019,035</u>
 Plant fund—Note 3		
Unfunded costs of completed construction	\$ 7,614,653	\$ 7,782,206
Construction in progress (additional commitments approximate \$400,000)	35,647	11,699
Joint Computer Center	239,897	191,607
	<u>\$ 7,890,197</u>	<u>\$ 7,985,512</u>
	<u>\$35,174,260</u>	<u>\$33,869,106</u>

	June 30,	
	1972	1971
Liabilities and Fund Balances		
General fund		
Liabilities		
Accounts payable	\$ 99,885	\$ 99,406
Accrued expenses	202,730	189,240
Advance receipts	48,034	47,541
Advance from endowment fund—Note 4	2,063,245	1,278,522
	<u>2,413,894</u>	<u>1,614,709</u>
Unexpended gifts, grants and income—Note 1		
Donations for special purposes	609,392	612,996
Special purpose endowment income	132,999	51,215
Post-baccalaureate program	32,299	41,560
Faculty and sponsored research	(234,547)	(268,808)
	<u>540,143</u>	<u>436,963</u>
General fund balance		
Restricted	60,793	59,791
Income reserve (deficit)	(2,162,355)	(1,689,834)
	<u>(2,102,562)</u>	<u>(1,630,043)</u>
	<u>\$ 852,475</u>	<u>\$ 421,629</u>
Loan funds		
Advance from endowment fund—Note 4	\$ 338,643	\$ 298,150
Loan fund balances	138,703	144,780
	<u>\$ 477,346</u>	<u>\$ 442,930</u>
Endowment fund—Note 2		
Endowment fund principal		
Non-consolidated accounts, including realized gains	\$ 7,208,526	\$ 7,532,531
Consolidated accounts	10,237,222	9,457,548
Life income funds	63,442	
Undistributed gains on consolidated investments	8,445,052	8,005,756
	<u>25,954,242</u>	<u>24,995,835</u>
Funds functioning as endowment		23,200
	<u>\$25,954,242</u>	<u>\$25,019,035</u>
Plant fund		
Demand notes payable to banks at prime rate	\$ 2,200,000	\$ 2,325,000
3-5/8% Housing and Home Finance Agency dormitory mortgage bonds, due through 2013	800,000	810,000
Locker Building fund	316,387	
Advance from endowment fund—Note 4	4,573,810	4,850,512
	<u>\$ 7,890,197</u>	<u>\$ 7,985,512</u>
	<u>\$35,174,260</u>	<u>\$33,869,106</u>

THE CORPORATION OF
Statement of Changes in Fund
Gifts, Grants
Year Ended

	General Fund		
	Restricted fund balance	Income reserve (deficit)	Donations for special purposes
Balance—July 1, 1971	\$ 59,791	\$(1,689,834)	\$612,996
Net decrease from operations		(472,521)	
Restricted gifts, grants and income—			
capital program			195,718
—development program			6,110
—other			458,301
Realized gains (net)			
Portion of capital appreciation included			
in income—Note 2			
Donations and transfers to/from principal (net)			
Restricted gifts, grants and endowment income			
expended in current year			(594,901)
Net interest income (expense) for the year			
Life interest payments			
Special purpose funds liquidated or transferred	1,002		(68,832)
Applied to unfunded construction			
Computer center capital costs			
Transfer of computer center cost to plant fund			
Balance—June 30, 1972	\$ 60,793	\$(2,162,355)	\$609,392

HAVERFORD COLLEGE

Balances and Unexpended and Income June 30, 1972

Special purpose endowment income	Post-Bacca- laureate program (Note 1)	Faculty and sponsored research	Loan fund balance	Endowment fund principal
\$ 51,215	\$ 41,560	\$(268,808)	\$144,780	\$24,995,835
473,529	63,563	409,068		489,019
27,917				(202,834)
(353,001)	(72,824)	(374,807)		848,368
(66,661)			(6,077)	
		48,217		(12,146)
		(48,217)		(164,000)
\$132,999	\$ 32,299	\$(234,547)	\$138,703	\$25,954,242

THE CORPORATION OF HAVERFORD COLLEGE

STATEMENT OF OPERATIONS

	Year ended June 30,	
	1972	1971
Income		
Student fees	\$1,742,493	\$1,742,493
Endowments and trusts—Note 2	850,206	1,203,207
Gifts and grants	328,118	1,297,826
Auxiliary enterprises	1,130,320	1,130,320
Rental of facilities and other	288,546	288,546
	<u>4,339,683</u>	<u>5,662,392</u>
		<u>5,453,763</u>
Expenses		
Educational and general		
Administration	351,951	89,855
Student services	265,650	4,103
Staff benefits	340,132	8,124
General institutional	179,221	84,123
Instruction	1,135,881	214,593
Libraries	186,711	129,329
Maintenance and operations	670,656	19,301
Sponsored research	5,000	374,807
Computer center	90,437	90,437
	<u>3,225,639</u>	<u>4,149,874</u>
Auxiliary enterprises	985,436	985,436
Student aid	104,727	398,474
	<u>4,315,802</u>	<u>\$1,322,709</u>
		<u>5,638,511</u>
		<u>5,567,230</u>
Net income (deficit) resulting from college operations	23,881	23,881
Interest expense—general and plant funds—Note 4	(486,402)	(486,402)
Amortization of mortgage principal	(10,000)	(10,000)
Net decrease in general fund balance—Note 1	\$ (472,521)	\$ (472,521)
		<u>\$ (579,470)</u>

THE CORPORATION OF HAVERFORD COLLEGE

Notes to Financial Statements

Note 1—Unexpended gifts, grants and income

The College follows the practice of reflecting restricted gifts, grants and endowment income in the statement of operations only to the extent of expenditures from such funds during the year. The unexpended balances are increased or decreased by the differences between restricted amounts received and those actually expended in each year. This method of reporting is generally acceptable for colleges.

In 1971, the College ceased to administer the Post-Baccalaureate program and, accordingly, the funds expended are not included in the statement of operations.

Note 2—Endowment income

During the year ended June 30, 1972 the Corporation adopted the "total return concept" for the administration of the endowment portfolio and the periodic reporting of related investment income. Under this method, investment income is reported based on a fixed percentage (currently 5%) of the market value of the portfolio (excluding mortgages, real estate and other investments). This "total return" income comprises dividends and interest actually received, together with a portion of the capital appreciation of the investments. During the current year, reported investment income exceeded amounts actually received by \$202,834 which amount has been transferred from accumulated endowment fund principal to restricted and unrestricted endowment income.

Note 3—Balance sheet details

Cost and market values of securities are as follows:

	June 30,	
	1972	1971
Marketable securities—cost	\$13,850,683	\$13,487,928
—market	14,982,000	13,856,000
The Common Fund —cost	3,528,091	3,528,091
—market	3,873,000	3,528,000

Accumulated amortization of college real estate was \$278,893 at June 30, 1972 and \$257,624 at June 30, 1971.

The College follows the practice of writing off property and plant additions as their cost is funded. Accordingly, the cost of college property, other than certain residences which are included in endowment fund assets and unfunded construction costs, is not reflected in the accompanying statements.

Note 4—Interest expense

Interest is charged on interfund advances from the endowment to the general and plant funds at 5%. The advance to the loan fund bears interest at the rate of 4%.

DETAILED REPORT

Statement of Income

30 June 1972

	Unrestricted	Restricted	Total
I. Educational and General			
A. Student Fees			
Tuition			
Cash	\$1,255,976.36		\$1,255,976.36
Scholarship and			
General Funds	128,643.14		128,643.14
Wm. Maul Measey Trust	64,176.00		64,176.00
Donations	154,237.00		154,237.00
	<hr/>		<hr/>
	\$1,603,032.50		\$1,603,032.50
Unit Fee	122,687.50		122,687.50
Other Fees	16,772.71		16,772.71
	<hr/>		<hr/>
Total Student Fees	\$1,742,492.71		\$1,742,492.71
B. Endowment Income			
From Unrestricted Funds*	\$ 521,285.11		\$ 521,285.11
From Restricted Funds			
Library		\$ 24,055.63	24,055.63
Special		122,689.97	122,689.97
	<hr/>	<hr/>	<hr/>
Total Endowment Income	\$ 521,285.11	\$ 146,745.60	\$ 668,030.71
C. Gifts and Grants			
Alumni	\$ 291,551.12		\$ 291,551.12
Business Corporations	36,566.63	\$ 16,626.12	53,192.75
Foundations		266,044.39	266,044.39
Other			
Donations		270,585.67	270,585.67
Sponsored Research		374,807.49	374,807.49
	<hr/>	<hr/>	<hr/>
Total Gifts and Grants	\$ 328,117.75	\$ 928,063.67	\$1,256,181.42
D. Organized Activity			
Computer Center	\$ 57,446.10		\$ 57,446.10
E. Other Sources			
Rental of Facilities			
and Miscellaneous	\$ 231,100.18		\$ 231,100.18
	<hr/>		<hr/>
Total Educational and General*	\$2,880,441.85	\$1,074,809.27	\$3,955,251.12
II. Auxiliary Enterprises			
Athletics	\$ 37.00		
Dormitories and Dining			
Room	869,435.91		
Faculty Housing	103,743.00		
Bookstore	154,995.00		
Infirmary	2,109.23		
	<hr/>		<hr/>
Total Auxiliary Enterprises	\$1,130,320.14		\$1,130,320.14
III. Student Aid			
Scholarships and			
Fellowships		\$ 203,510.39	\$ 203,510.39
Prizes		2,744.94	2,744.94
Employment—Work Study		41,645.09	41,645.09
	<hr/>	<hr/>	<hr/>
Total Student Aid		\$ 247,900.42	\$ 247,900.42
TOTAL INCOME*	<hr/>	<hr/>	<hr/>
	\$4,010,761.99	\$1,322,709.69	\$5,333,471.68

HAVERFORD COLLEGE

OF THE COLLEGE

Statement of Expenditures

30 June 1972

	Unrestricted	Restricted	Total
1. Educational and General Administration			
A-1. Administration			
President's Office	\$ 89,372.81	\$ 14,702.36	\$ 104,075.17
Provost's Office	46,531.12	800.00	47,331.12
Ad Hoc Committee	3,883.35		3,883.35
A-2. Financial			
Treasurer's Office	32,203.13		32,203.13
Development Office	50,206.03	74,352.98	124,559.01
Business Office	129,755.00		129,755.00
Total Administration	\$ 351,951.44	\$ 89,855.34	\$ 441,806.78
B. General Expenses			
B-1. Student Services			
Admissions	\$ 71,530.88		\$ 71,530.88
Registrar	17,201.58		17,201.58
Dean of College	24,561.52	\$ 400.00	24,961.52
Dean of Students	35,479.56		35,479.56
Buildings and Grounds	30,100.90		30,100.90
Guidance Counselor	27,389.30	1,000.00	28,389.30
Student Activities	61,770.18	2,703.00	64,473.18
Total Student Services	\$ 268,033.92	\$ 4,103.00	\$ 272,136.92
B-2. Staff Benefits			
Faculty			
TIAA	\$ 129,561.16	\$ 5,390.40	\$ 134,951.56
Social Security	36,922.93	2,619.80	39,542.73
Unemployment	2,780.57		2,780.57
Medical Plan	16,509.70	113.73	16,623.43
Disability Insurance	3,914.84		3,914.84
Life Insurance	1,922.38		1,922.38
Tuition Grants	15,697.49		15,697.49
Moving Expenses	626.37		626.37
House Allowances	6,000.00		6,000.00
Non-Faculty			
TIAA	49,282.29		49,282.29
Social Security	42,637.68		42,637.68
Unemployment	2,921.13		2,921.13
Medical Plan	7,718.68		7,718.68
Tuition Grants	5,858.09		5,858.09
Life Insurance	984.32		984.32
Pensions	12,700.21		12,700.21
Disability Insurance	2,894.52		2,894.52
House Allowances	1,200.00		1,200.00
Total Staff Benefits	\$ 340,132.36	\$ 8,123.93	\$ 348,256.29
B-3. General Institutional Expenses			
Alumni Association	\$ 5,278.90		\$ 5,278.90
Alumni Office	30,498.96		30,498.96
Public Relations Office	41,519.57		41,519.57
Commencement and Parents' Day	8,654.86	\$ 502.00	9,156.86
Printing	23,456.19	9,244.97	32,701.16
Subscriptions and Memberships	8,066.00		8,066.00

HAVERFORD COLLEGE

Statement of Expenditures (Continued)

30 June 1972

	Unrestricted	Restricted	Total
Mail and Switchboard Service	22,753.55		22,753.55
Conference Director	15,893.14		15,893.14
Insurance (General)	9,514.63		9,514.63
Speakers	612.94	55,904.59	56,517.53
Addressograph Room	6,302.74		6,302.74
Visiting Committee	175.00		175.00
Long Service Awards	2,500.00		2,500.00
Other Expenses	3,994.56	18,471.41	22,465.97
Total General Institutional Expenses	\$ 179,221.04	\$ 84,122.97	\$ 263,344.01
Total General Expenses	\$ 787,387.32	\$ 96,349.90	\$ 883,737.22
C. Instruction			
Salaries	\$ 977,502.59	\$ 142,039.15	\$ 1,119,541.74
Supplies and Services	85,067.48	58,622.47	143,689.95
Faculty Secretaries	44,747.88	4,706.24	49,454.12
Telephone and Telegraph	10,931.70	1,289.03	12,220.73
New Programs	103.50		103.50
Ford Program in the Humanities	17,528.20	7,936.00	25,464.20
Total Instruction	\$ 1,135,881.35	\$ 214,592.89	\$ 1,350,474.24
D. Organized Activities			
Computer Center	\$ 90,436.70		\$ 90,436.70
E. Sponsored Research			
General		\$ 6,109.25	\$ 6,109.25
African Studies		362.95	362.95
Biology		221,316.76	221,316.76
Chemistry		12,346.46	12,346.46
Economics		16,263.01	16,263.01
Astronomy		20,480.26	20,480.26
Mathematics		21,207.69	21,207.69
Psychology		1,938.78	1,938.78
Physics		13,470.65	13,470.65
Political Science		28,951.62	28,951.62
Sociology		122,789.32	122,789.32
Faculty Research	\$ 5,000.00		5,000.00
Total Sponsored Research	\$ 5,000.00	\$ 374,807.49	\$ 379,807.49
F. Libraries			
Salaries	\$ 162,521.68	\$ 29,493.63	\$ 192,015.31
Operating Expenses	13,162.48	5,701.63	18,864.11
Book Binding and Periodicals	11,026.49	94,134.10	105,160.59
Total Libraries	\$ 186,710.65	\$ 129,329.36	\$ 316,040.01
G. Maintenance and Operation			
G-1. Plant			
Supervision	\$ 44,291.92		\$ 44,291.92
Janitorial Services	120,589.73		120,589.73
Repairs to Buildings	132,539.65		132,539.65
Equipment	7,618.52		7,618.52

HAVERFORD COLLEGE

Statement of Expenditures (Continued)

30 June 1972

	Unrestricted	Restricted	Total
Water, Heat, Light and Power	118,068.61		118,068.61
Grounds	76,481.05	\$ 19,300.82	95,781.87
Security	84,172.74		84,172.74
Total Plant	\$ 583,762.22	\$ 19,300.82	\$ 603,063.04
G-2. General			
Property Insurance	\$ 35,488.79		\$ 35,488.79
Auto Service	17,813.76		17,813.76
Social Security	20,756.62		20,756.62
Medical Plan	6,240.30		6,240.30
TIAA	6,594.36		6,594.36
Total General	\$ 86,893.83		\$ 86,893.83
Total Maintenance and Operation	\$ 670,656.05	\$ 19,300.82	\$ 689,956.87
Total Educational and General Administration	\$3,228,023.51	\$ 924,235.80	\$4,152,259.31
II. Auxiliary Enterprises			
Athletics	\$ 125,749.59		\$ 125,749.59
Dormitories	149,419.67		149,419.67
Dining Room	424,570.08		424,570.08
College Housing	94,051.02		94,051.02
Infirmary	44,721.33		44,721.33
Bookstore	135,612.73		135,612.73
Coop	2,928.23		2,928.23
Serendipity Day Camp	6,000.00		6,000.00
Total Auxiliary Enterprises	\$ 983,052.65		\$ 983,052.65
III. Student Aid			
Scholarships	\$ 62,648.02	\$ 347,056.14	\$ 409,704.16
Fellowships	6,000.00	8,900.00	14,900.00
Employment	36,078.56	41,645.09	77,723.65
Prizes		872.66	872.66
Total Student Aid	\$ 104,726.58	\$ 398,473.89	\$ 503,200.47
IV. Interest on Borrowed Funds*	\$ 167,480.94		\$ 167,480.94
TOTAL EXPENDITURES*	\$4,483,283.68	\$1,322,709.69	\$5,805,993.37

*Endowment Income and Interest on Borrowed Funds exclude \$328,921 Interest on Interfund Advances.

THE CORPORATION OF HAVERFORD COLLEGE

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL		FUNDS FOR GENERAL PURPOSES		INCOME		
Units @	Book Value 6/30/72		Balance 7/1/71	Net Income	Expended	Balance 6/30/72
\$30.80			\$	\$	\$	\$
9,842	\$ 149,815.40	General Endowment Fund	182.87	13,595.68	13,591.86	186.69
841	10,640.09	John M. Whittall Fund		1,162.98	1,162.98	
2,614	44,806.59	David Scull Fund		3,614.76	3,614.76	
1,018	11,364.35	Edward L. Scull Fund		1,407.74	1,407.74	
528	5,144.24	Wistar Morris Memorial Fund		730.14	730.14	
861	10,781.94	Israel Franklin Whittall Fund		1,190.63	1,190.63	
113,501	1,301,375.34	Jacob P. Jones Endowment Fund		156,954.41	156,954.41	
20,292	275,899.76	John Farnum Brown Fund		28,060.71	28,060.71	
891	21,493.67	Clementine Cope Endowment Fund		1,232.12	1,232.12	
4,144	42,394.72	Joseph E. Gillingham Fund		5,730.52	5,730.52	
916	9,160.24	Elizabeth H. Farnum Fund		1,266.69	1,266.69	
3,316	45,035.96	James R. Magee Fund		4,585.52	4,585.52	
156	1,500.00	Albert K. Smiley Fund		215.73	215.73	
3,492	39,515.48	Hinchman Astronomical Fund		4,828.90	4,828.90	
17,222	174,560.31	Walter D. & Edith M. L. Scull Fund		23,815.38	23,815.38	
3,249	26,771.00	Albin Garrett Memorial Fund		4,492.87	4,492.87	
1,455	24,381.59	Arnold Chase Scattergood Memorial Fund		2,012.04	2,012.04	
11,190	125,569.51	Francis B. Gummere Memorial Fund		15,474.05	15,474.05	
18,173	218,728.43	Isaac Sharpless Memorial Fund		25,130.46	25,130.46	
11,932	126,076.83	General Education Board Fund		16,500.12	16,500.12	
9,124	102,067.43	William Penn Foundation		12,617.09	12,617.09	
1,403	14,125.79	Walter Carroll Brinton Mem'l Fund		1,940.14	1,940.14	
2,373	41,928.94	Corporation Fund		3,281.50	3,281.50	
78	10,000.00	Elizabeth J. Shortridge Fund		107.86	107.86	
409	5,527.31	Howard Comfort Memorial Fund		565.59	565.59	
6,876	67,520.19	Ellen W. Longstreth Fund		9,508.45	9,508.45	
505	5,150.00	Albert L. Bailly Fund		698.34	698.34	
463	4,950.00	Elizabeth B. Wistar Warner Fund		640.26	640.26	
22,372	280,764.31	T. Allen Hilles Bequest		30,937.03	30,937.03	
557	7,000.00	Leonard L. Greif Jr. & Roger L. Greif Fd		770.25	770.25	

265	2,500.00	Edward M. Wistar Fund	366.46	366.46
87,568	1,429,792.09	Morris E. Leeds Fund	121,093.06	121,093.06
831	12,000.00	J. Henry Scattergood Fund	1,149.15	1,149.15
8,865	103,993.26	Parker S. Williams Fund	12,258.93	12,258.93
428	6,581.02	Gilbert C. Fry Fund	591.86	591.86
213	2,500.00	Daniel B. Boyer Fund	294.55	294.55
863	10,000.00	Marriott C. Morris Fund	1,193.40	1,193.40
13,801	214,180.32	1949 Campaign Salary Fund	19,000.31	19,000.31
27,215	413,570.68	Rufus M. Jones for Adv. of Teaching	37,466.83	37,466.83
2,300	36,178.02	William B. Bell Fund	3,180.55	3,180.55
1,700	25,068.15	Dr. Thomas Wistar Fund	2,350.84	2,350.84
2,600	37,187.20	Charles McCaul Fund	3,595.40	3,640.00
351	5,000.00	Isaac & Lydia Cope Sharpless Fund	485.38	485.38
230	4,500.00	Class of 1937 Fund	318.06	318.06
6,451	134,076.06	J. Horace Cook Fund	33,250.25	30,523.20
17,206	345,000.00	The Ford Foundation Endowment Fund	23,793.25	23,793.25
3,785	75,801.94	The Ford Foundation Accomplishment Fd	5,234.07	5,234.07
629	12,426.18	Thomas Harvey Haines & Helen Hague Haines Fd	869.81	869.81
489	10,000.00	Emily Bishop Harvey Fund	676.21	676.21
417	8,932.50	Class of 1933-25th Anniversary Fund	576.65	576.65
1,539	35,828.17	John E. Hume Fund	2,128.20	2,128.20
430	10,000.00	Frederic H. Strawbridge Fund	594.63	594.63
8,044	185,110.15	The William H. Collins Fund	11,123.62	11,123.62
1,089	25,000.00	Mary Frances Nunns Fund	1,505.92	1,400.00
3,066	78,342.56	Eli Nichols Fund	4,239.81	4,239.81
978	25,000.00	William Gibbons Rhoads Fund	1,352.43	851.08
224	6,084.81	Class of 1911-50th Anniversary Fund	309.76	309.76
270	7,275.67	Class of 1935-25th Anniversary Fund	373.37	373.37
1,034	28,710.81	Class of 1937-25th Anniversary Fund	1,429.86	1,429.86
868	25,148.45	Allen C. Thomas Fund	1,200.31	1,200.31
730	21,147.97	Charles E. Gause Fund	1,009.48	1,009.48
250	7,662.75	Class of 1918-50th Anniversary Fund	345.71	345.71
1,541	45,978.12	Class of 1943 Fund	2,130.97	2,130.97
8,333	250,000.00	C. Mahlon Kline Memorial Fund	11,523.26	11,523.26
0	5,000.00	Karl G. & Elason Kumm Fund	250.00	225.00

474,396	\$6,849,626.30	\$-5,851.15	\$680,330.31	\$677,011.77	\$-2,532.61
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THE CORPORATION OF HAVERFORD COLLEGE
REPORT ON CONSOLIDATED FUNDS—Continued

PRINCIPAL

Units @	Book Value 6/30/72
\$30.80	
30.220	430,336.91

Moses Brown Fund

FUNDS FOR MORRIS INFIRMARY

Infirmary Endowment Fund
John W. Pinkham Fund

920	\$ 9,653.44
501	5,059.50
1,421	14,712.94

FUNDS FOR HAVERFORD UNION

Haverford Union Fund

108	1,878.82
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INCOME

Net Income	Expended	Balance 6/30/72
\$ 41,602.92	\$ 41,602.92	

1,272.22	1,272.22	
692.81	692.81	
1,965.03	1,965.03	

149.35	149.35	
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FUNDS FOR SCHOLARSHIPS

512	5,257.82	Thomas P. Cope Fund	\$ 17.08	\$ 708.02	\$ 1,900.00	-1,174.90
492	6,069.23	Edward Yarnall Fund	10.04	680.36	624.00	66.40
1,187	19,817.40	Isaiah V. Williamson Fund	73.07	1,641.44	1714.00	.51
541	5,056.25	Richard T. Jones Scholarship Fund	16.03	748.12	750.00	14.15
568	7,013.61	Mary M. Johnson Scholarship Fund	12.03	785.46	800.00	-2.51
709	7,919.76	Sarah Marshall Scholarship Fund	8.12	980.44	950.00	38.56
1,532	22,845.86	Clementine Cope Fellowship Fund	4,536.66	3,318.52	3,200.00	4,655.18
475	10,425.54	Isaac Thorne Johnson Scholarship Fund		655.47	655.47	
755	11,662.39	Caspar Wistar Memorial Scholarship Fund	77.31	1,044.05	1,120.00	1.36
529	5,155.85	J. Kennedy Moorhouse Scholarship Fund	54.00	731.53	780.00	5.53
1,337	21,499.13	Louis Jaquette Palmer Scholarship Fund	33.48	1,842.68	1,900.00	-23.84
417	5,045.60	Paul W. Newhall Mem'l Scholarship Fund	34.80	576.65	600.00	11.45
2,174	22,250.00	Robert Martin Zuckert Mem'l Sch. Fund	29.86	3,006.31	3,036.00	.17
359	5,017.31	Samuel E. Hilles Scholarship Fund	92.06	496.44	600.00	-11.50
300	3,000.00	Class of 1913 Scholarship Fund	-9.52	414.86	450.00	-44.66
890	11,200.00	Class of 1917 Scholarship Fund	61.94	1,230.74	1,250.00	42.68
744	10,000.00	Daniel B. Smith Fund	39.62	1,028.84	1,000.00	68.46
7,553	75,534.58	Sarah Tatum Hilles Mem'l Sch. Fund	20.23	10,444.64	10,396.00	68.87
4,265	62,860.73	Elihu Grant Memorial Scholarship Fund	.69	5,688.31	5,682.50	6.50
1,581	17,050.00	Christian Febiger Mem'l Scholarship Fund	9.49	2,186.28	2,200.00	-4.23

500	5,000.00	Joseph L. Markley Mem'l Scholarship Fund	5.02	691.43	700.00	-3.55
2,506	30,000.00	Joseph C. & Anne N. Birdsell Sch. Fund	-72.27	3,465.41	3,500.00	-106.86
255	3,000.00	Daniel E. Davis, Jr. Mem'l Sch. Fund	.57	352.63	350.00	3.20
1,216	20,000.00	Jonathan E. Steere Scholarship Fund	-11.54	1,681.54	1,700.00	-30.00
1,190	15,000.00	William Graham Tyler Mem'l Sch. Fund	.84	1,645.59	1,700.00	-53.57
298	5,300.00	1890 Memorial Scholarship Fund	32.31	412.09	444.48	-08
3,560	54,546.90	1949 Campaign Scholarship Fund	176.58	4,900.81	5,045.08	32.31
1,067	17,594.31	Max Leuchter Scholarship Fund		1,472.73	1,472.73	
1,550	25,000.00	A. Clement Wild Scholarship Fund	9.32	2,143.41	2,200.00	-47.27
423	6,245.11	Caroline Chase Scholarship Fund	8.10	584.95	590.00	3.05
351	5,000.00	Roy Thurlby Griffith Memorial Fund	-8.92	485.38	500.00	-23.54
509	10,000.00	Class of 1904 Scholarship Fund	11.85	703.87	700.00	15.72
491	10,000.00	Inazo Nitobe Scholarship Fund	-12.99	678.98	700.00	-34.01
621	16,000.00	Summerfield Foundation Scholarship Fund	63.90	860.32	800.00	124.22
629	12,575.00	W. LaCoste Neilson Scholarship Fund	65.44	869.81	929.00	6.25
86	2,000.00	Rufus Matthew Jones Scholarship Fund	140.25	118.93		259.18
583	14,300.00	Clinton P. Knight, Jr. New England S/F	-6.78	806.20	800.00	-58
439	10,000.00	The F of X Scholarship Fund	28.94	607.07	600.00	36.01
887	25,175.00	M. A. Aizenberg Scholarship Fund	65.01	1,226.59	800.00	491.60
266	7,257.00	Class of 1912 Scholarship Fund	22.41	367.84	390.00	.25
633	17,229.19	Class of 1936 Scholarship Fund	63.02	875.34	935.00	3.36
568	16,217.13	Archibald MacIntosh Scholarship Fund	79.84	777.99	855.00	2.83
427	12,500.00	Reader's Digest Fdn. Endowed Sch. Fund	96.55	590.48	700.00	-12.97
7,799	228,437.50	The Jose Padin Puerto Rican Sch. Fund	12,561.54	10,784.82	16,303.05(C)	7,043.31
1,819	55,559.63	Howard M. Cooper Scholarship Fund	29.49	2,515.40	2,540.00	4.89
870	26,582.67	Alphonse N. Bertrand Scholarship Fund	-7.68	1,203.08	1,195.00	.40
0	7,801.08	George F. Baker Scholarship Fund	*-20,395.46(A)	70,785.51(A)	15,580.36	34,809.69
701	21,046.11	Hughes Scholarship Fund	5.43	969.38	970.00	4.81
1,337	35,000.00	William Henry Chamberlin Sch. Fund	27.70	1,848.87	1,875.00	1.57
59	1,772.71	The Class of 1970 Tenth Anniversary S/F		70.71	70.71	
339	10,000.00	Dudley W. Summers Scholarship Fund	166.65	468.79	650.00	-14.56
16	500.00	Memorial Scholarship Fund		25.00		25.00
162	5,000.00	Wilmot R. Jones Fund		166.67		166.67
59,077	\$1,066,320.40		\$-1,737.89	\$153,366.78	\$105,203.38	\$46,425.51

* Adjusted \$280.14

(A) Prin. to income \$20,395.46

(A) Add'l Income \$50,000.00

(C) Adj. \$100.

THE CORPORATION OF HAVERFORD COLLEGE
REPORT ON CONSOLIDATED FUNDS—Continued

PRINCIPAL		FUNDS FOR THE LIBRARY		Balance 7/1/71	INCOME	Expended	Balance 6/30/72
Units @	Book Value 6/30/72				Net Income		
\$30.80							
1,554	\$27,435.06	Alumni Library Fund			\$ 2,148.95	\$ 2,148.95	
5,278	71,462.26	Mary Farnum Brown Library Fund		-888.87	7,298.66	6,409.79	
93	5,000.00	William H. Jenks Library Fund			128.61	128.61	
1,674	20,306.74	Mary Wistar Brown Williams Library Fd			2,314.89	2,314.89	
16,696	173,078.14	Anna Yarnall Fund			23,088.00	23,088.00	
60	635.47	F. B. Gummere Library Fund		243.95	82.97	326.92	
100	1,002.34	Edmund Morris Fergusson, Jr. Mem'l Fund			138.29	138.29	
655	6,550.00	Class of 1888 Library Fund			905.77	905.77	
125	1,253.52	Class of 1918 Library Fund			172.86	172.86	
60	600.00	Quakeriana Fund		251.05	182.97	434.02	
129	1,500.00	Mohonk Fd for Rufus M. Jones Coll. Myst.			178.39	178.39	
431	5,000.00	Rufus M. Jones Book Fund		3,079.28	596.01	433.00	3,242.29
2,654	40,481.58	1949 Campaign Library Fund		-356.39	3,654.86	3,298.47	
96	2,336.47	Class of 1909 R. M. Jones Mem'l Lib. Fd			132.76	132.76	
87	2,335.00	Rayner W. Kelsey Fund		83.86	120.31	204.17	
515	13,640.96	Sarah & Francis Pawling Library Fund		740.32	712.17	1,452.49	
2,412	70,600.00	Joseph R. Grundy Library Fund		6.32	3,335.42	2,761.78	579.96
96	2,929.51	Carlisle & Barbara K. Moore Fund			128.90	128.90	
	<u>\$446,147.05</u>			<u>\$3,159.52</u>	<u>\$45,320.79</u>	<u>\$44,658.06</u>	<u>\$3,822.25</u>

FUNDS FOR OLD STYLE PENSIONS

3,804	41,237.08	President Sharpless Fund	\$5,260.35
3,712	36,758.66	William P. Henszey Fund	5,133.12
4,928	68,113.78	Jacob P. Jones Benefit Fund	6,814.67
312	3,272.24	Pliny Earle Chase Memorial Fund	431.45
4,940	55,070.77	Haverford College Pension Fund	7,376.10
	<u>\$204,452.53</u>		<u>\$25,015.69</u>

FUNDS FOR SPECIAL PURPOSES

524	5,248.00	Thomas Shipley Fund	840.04	724.61	10.00	1,554.65
24	1,126.75	Elliston P. Morris Fund	-661.32	33.19	95.00	-723.13
309	4,797.87	John B. Garrett Reading Prize Fd	2,573.33	427.30	225.00	2,775.63
632	9,227.07	Special Endowment Fund		873.96	873.96	
240	2,296.88	Scholarship Improvement Prize Fund	3,024.37	331.88		3,356.25
173	1,727.00	Elizabeth P. Smith Fund	1,298.39	239.23		1,537.62
270	2,546.88	S. P. Lippincott History Prize Fd	227.69	373.37	601.06	
512	5,120.30	Francis Stokes Fund	814.35	708.02	800.00	722.37
536	9,496.75	George Peirce Fund		741.21	50.00	691.21
221	2,155.00	Lyman Beecher Hall Prize Fund	2,626.11	305.61	100.00	2,831.72
294	1,397.75	Newtown Prize Fund	897.32	406.56	1,303.88	
195	2,400.00	Edward B. Conklin Athletic Fund		269.65	269.65	
1,036	14,362.75	Edward Woolman Arboretum Fund	2,382.24	1,432.63	2,200.00	1,614.87
200	2,000.00	William Ellis Scull Prize Fund	3,295.77	276.57	50.00	3,522.34
100	1,000.00	Paul D. I. Maier Fund		138.28	138.28	
383	3,839.54	Strawbridge Observatory Maintenance Fd	-595.53	529.63		-65.90
738	12,444.22	Jacob & Eugenie Bucky Memorial Fd		977.67	977.67	
203	3,491.10	Mathematics Department Prize Fund		271.04	271.04	
249	2,491.50	William T. Elkinton Fund		344.33		990.70
638	7,000.00	Tilney Memorial Fund	646.37	882.26	750.00	973.45
14	142.90	Class of 1902 Latin Prize Fund	841.19	103.44	10.00	112.80
534	6,315.00	Class of 1898 Gift	830.18	738.44		1,568.62
85	1,006.50	Edmund J. Lee Memorial Award Fund	881.54	117.54	100.00	899.08
101	2,389.70	David R. Bowen Premedical Fund	860.39	138.43	270.87	727.95
996	15,043.62	Jonathan & Rachel Cope Evans Fund	657.35	1,377.31	716.29	1,318.37
102	1,457.44	Edward Hawkins Memorial Fund	-307.59	141.05		-166.54
30	500.00	William W. Baker Prize Fund	149.92	41.49	25.00	166.41
12	300.00	John G. Wallace Award Fund	-18	16.59		16.41
195	4,000.00	Christian Religion & Thought Fund	575.12	269.65	110.00	734.77
120	2,784.38	The Kurzman Prize Fund	181.07	165.94	125.00	222.01
3,618	95,420.70	The Scholars in the Humanities Fund	-125.65	5,003.14	4,356.27	521.22
1,850	53,755.37	Fund for the Dev. of the Natural Beauty of Haverford Campus	3,390.68	2,558.27	1,733.40	4,215.55
144	4,301.96	The Class of 1964 Faculty Salary Fd	195.06	199.13	394.19	0
173	5,005.00	Henry S. Drinker Music Fund	1,445.01	239.23		1,684.24
819	23,584.60	Electronics Research Fund	109.41	1,132.55		1,241.96

THE CORPORATION OF HAVERFORD COLLEGE
REPORT ON CONSOLIDATED FUNDS—Continued

PRINCIPAL		FUNDS FOR SPECIAL PURPOSES (Continued)			INCOME	
Units @	Book Value		Balance	Net	Expended	Balance
\$30.80	6/30/72		7/1/71	Income		6/30/72
0	0	Old Dominion Foundation Fellowship in the Humanities Fund	2,151.53	24.89	65.04	2,111.38
18	550.00	Ada Steffen Wright Memorial Cup	490.36	500.59	490.36	500.59
362	10,870.63	The Asby Fund		270.40	270.40	
0	5,678.40	Athletics Facilities Fund				
704	18,433.78	The Lincoln Fdn for the Humanities*	-1,318.76	973.52	*2,181.49	-2,526.73
1,563	40,912.50	Lydia B. Stokes Faculty Fund		2,161.39	2,161.39	
205	5,397.63	The Albert Harris Wilson Award Fd	421.05	283.48		704.53
1,335	39,365.25	C. C. Morris Cricket Fund	262.42	1,846.10		2,108.52
1,395	42,962.50	The Bruce Hartung French Fund in Economics and American History		962.50	962.50	
24,350	750,000.00	William R. Kenan, Jr. Professorship		1,145.83		1,145.83
46,202	\$1,223,747.22		\$29,162.67	\$30,613.82	\$22,687.74	\$37,088.75

* Adj.

REPORT ON NON-CONSOLIDATED FUNDS

\$	35,163.79	John Farnum Memorial Fund	\$	1,862.00	\$	1,862.00
	*(318,207.40)	Anonymous Trust		17,479.00		17,479.00
		Nathan Branson Hill Trust		269.38		269.38
		W. Percy Simpson Trust		2,686.09		2,686.09
		Philip B. & Louise S. Deane Fund		1,546.84		1,546.84
30,603.32		T. Kite Sharpless Fund		40,500.00		40,500.00
779,562.96		James P. and Ruth Marshall Magill Trust		1,765.00		2,365.00
1,024,875.00		August Taber Murray Research Sch Fund	\$	3,600.00		3,000.00
35,642.94		Walter R. Faries Scholarship Fund		754.18		2,365.00
85,868.27		Herman K. Stein Scholarship Fund		3,551.26		3,551.26
39,204.00		Wm. Pyle Philips Fund (General)		1,067.22		1,067.22
5,177,605.29		(Special)		118,887.80		118,887.80
			20,960.25	118,887.80	109,251.90	30,596.15
			\$25,314.43	\$308,502.39	\$299,466.47	\$34,350.35
\$7,208,525.57						
\$63,442.38		Pooled Income Funds		\$2,205.00	\$3,530.26	\$-1,325.26

SUMMARY OF CONSOLIDATED AND NON-CONSOLIDATED FUNDS

	Book Value 7/1/71	Increase	Decrease	Book Value 6/30/72	Net Income
Funds for General Purposes	\$6,841,591.39	\$ 8,034.91		\$6,849,626.30	\$ 680,330.31
Funds for T. Wistar Brown Graduate School	426,176.62	4,160.29		430,336.91	41,602.92
Funds for Morris Infirmary	14,712.94			14,712.94	1,965.03
Funds for Haverford Union	1,878.82			1,878.82	149.35
Funds for Scholarships	1,067,078.15	19,637.71	\$ 20,395.46	1,066,320.40	153,366.78
Funds for Library	445,486.94	660.11		446,147.05	45,320.79
Funds for Old Style Pensions	208,841.69		4,389.16	204,452.53	25,015.69
Funds for Special Purposes	451,781.01	794,531.61	22,565.40	1,223,747.22	30,613.82
Gains	8,005,756.40	447,052.09	7,756.83	8,445,051.66	
Total Consolidated Funds	17,463,303.96	1,274,076.72	55,106.85	18,682,273.83	978,364.69
Total Non-Consolidated Funds	7,532,531.02	41,738.56	365,744.01	7,208,525.57	308,502.39
Total Funds	\$24,995,834.98	\$1,315,815.28	\$420,850.86	\$25,890,799.40	\$1,286,867.08

*Fund having a book value of \$318,207.40 have been designated for unfunded construction when principal is available.

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1972

CONSOLIDATED ACCOUNT			NON-CONSOLIDATED ACCOUNT		
BONDS	TOTAL	MARKET VALUE	TOTAL	BOOK VALUE	TOTAL
Municipal				\$ 85,791.45	\$ 68,897
Government				198,003.50	198,003
Industrial	\$1,474,693.08	\$1,554,830		196,750.00	186,750
Public Utility	478,382.50	423,688		150,632.50	137,251
Transportation	257,540.14	270,025		18,330.46	10,049
Foreign	595,634.50	519,613		248,625.00	225,500
Financial	897,750.00	880,975	3,649,131	120,000.00	104,400
	3,704,000.22				1,018,132.91
					930,850
PREFERRED STOCK					
Industrial	302,541.93		271,500		750,625
					1,080,825.70
COMMON STOCK					
Financial	985,539.34	1,259,325		653,211.73	715,110
Industrial	2,840,499.49	3,992,343		2,367,409.07	2,352,462
Public Utility	247,047.38	344,318		221,855.33	169,897
Transportation	204,241.54	305,313		122,420.80	163,650
Miscellaneous	41,400.00	15,150	5,916,449		
	4,318,727.75			3,364,896.93	3,401,119
MORTGAGES	376,181.46		376,181		
COLLEGE REAL ESTATE	1,152,055.87		1,152,055		
MISCELLANEOUS	410,176.25		410,176		
CASH and advances* to Current Funds	*6,478,027.26		6,478,027		157,142
	16,741,710.74		18,253,519		5,239,736
	1,940,563.09		2,130,021	(Phillips)	1,742,519
	\$18,682,273.83		\$20,383,540		\$6,982,255
THE COMMON FUND					
					157,142
					5,239,736
					1,742,519
					\$6,982,255

THE CORPORATION OF HAVERFORD COLLEGE

COMPUTATION OF MARKET VALUE OF UNITS AT JUNE 30, 1972

Market value of Consolidated Investments 6/30/72			\$18,253,519
Market value of The Common Fund			<u>2,130,021</u>
			\$20,383,540
Less: Additions to funds 7/1/71-6/30/72	\$812,843		
Income transferred to principal	<u>14,181</u>		<u>827,024</u>
			<u>\$19,556,516</u>
Units outstanding 6/30/71	633,138		
Units increased	<u>2,414</u>	635,552	
Units decreased		<u>-550</u>	<u>635,002</u>
Market value per unit 6/30/72			<u>\$30.80</u>

ADDITIONS TO FUNDS

1971-1972

GENERAL ENDOWMENT FUND

From: Legacy of Peter H. Deitsch	\$1,000.00	
Legacy (balance of) Thomas Evans	500.00	\$ 1,500.00

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

From: Triangle Society	\$ 643.00	
Charles M. Bancroft, M.D.	200.00	
Joseph W. Sterrett	100.00	943.00

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

From: sale of 200 shares W. T. Grant Co. received from Trustees, Connecticut Bank & Trust Co.		10,535.72
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SUMMERFIELD FDN. SCHOLARSHIP FUND

From: Foundation		1,000.00
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ARCHIBALD MACINTOSH SCHOLARSHIP FUND

From: Mr. & Mrs. Harold E. Tannebaum		550.00
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CLASS OF 1970 TENTH ANNIVERSARY SCHOLARSHIP FUND

From: Various donors		420.00
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MEMORIAL SCHOLARSHIP FUND

From: National Institute of Scientific Research for Frank W. Hastings		500.00
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WILMOT R. JONES FUND

From: Bequest of Wilmot R. Jones		5,000.00
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CARLISLE & BARBARA K. MOORE FUND

From: Mr. & Mrs. Carlisle Moore (securities)		294.63
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DAVID R. BOWEN PREMEDICAL FUND

From: Lewis H. Bowen		100.00
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BRUCE HARTUNG FRENCH FUND IN ECONOMICS AND AMERICAN HISTORY

From: Bruce H. French		42,000.00
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WILLIAM R. KENAN PROFESSORSHIP

From: William R. Kenan, Jr. Charitable Trust	750,000.00	
	\$812,843.35	

POOLED INCOME FUNDS

	\$ 64,076.38	
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WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952, and supplementary agreement dated April 26th, 1956. The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education. In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students. The capital of the trust is to be invested solely in common or ordinary corporate shares.



INDEPENDENCE MALL WEST, PHILADELPHIA, PENNSYLVANIA 19106
215-925-9710

December 22, 1972

To the Board of Managers

The Corporation of Haverford College

In our opinion, the accompanying statement of cash transactions and book value of the William Maul Measey Trust presents fairly, on a basis consistent with that of the preceding year, the income and principal transactions of the Trust for the year ended June 30, 1972 and cash balances and book values at that date in accordance with the provisions of the Trust agreement. Our examination of this statement was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances including confirmation of cash and securities by correspondence with the depository.

Price Waterhouse & Co.

WILLIAM MAUL MEASEY TRUST
Statement of Cash Transactions and Book Values

For the Year Ended June 30, 1972

Book value of Trust at July 1, 1971	\$2,333,566.41
Realized capital gains	<u>344,648.35</u>
Book value of Trust at June 30, 1972	
including principal cash	<u>2,678,214.76</u>
Market value of Trust at June 30, 1972	<u>\$3,938,101.00</u>

Cash Statement of Receipts and Expenditures
Principal

Cash balance July 1, 1971	\$ 40,731.97
Investments realized	<u>396,268.19</u>
	<u>\$ 437,000.16</u>
Investments made	\$ 332,305.07
Cash balance June 30, 1972	<u>104,695.09</u>
	<u>\$ 437,000.16</u>

Income

Cash balance July 1, 1971 representing prior year income and reserve		\$ 157,537.58
Disbursements in year		
To Haverford College for administration of Trust	\$ 14,488.92	
To Haverford College for aid to 51 students	72,444.64	
To secondary schools for aid to 62 students	<u>55,000.00</u>	
		<u>141,933.56</u>
		15,604.02
Current year income		
Income from investments July 1, 1971 to June 30, 1972	142,468.74	
Interest earned on income invested	<u>4,367.53</u>	
		<u>146,836.27</u>
Cash balance June 30, 1972		<u>\$ 162,440.29</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

CONSOLIDATED ENDOWMENT FUNDS*

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gildemeister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000; 1958, bequest of Henry H. Goddard, \$1,000; 1959, legacy of Herbert S. Langfeld '01, \$1,000; 1959, legacy of Jannette K. Holmes, \$1,000; 1960, bequest of Ruth M. Walter, wife of Frank Keller Walter '00, \$2,500; 1965, bequest of William H. Harding, '18, \$5,000; 1965, gift of Robert L. Petry '20, \$4,015; 1966, gifts of Henry G. Hood, Jr. \$20; Silas J. Ginsburg, M.D. \$62.50; James S. Maier \$2,649.41; legacy of Richard Cadbury '07, \$500; legacy of Thomas Parke '23, \$2,000; 1968-69, grant of Eighty Maiden Lane Foundation \$1,000, bequest of Charles M. Leininger \$10,000; 1970-71, Thomas Evans Trust \$13,720.85; C Reed Cary Trust \$12,711.98, David H. Harper legacy \$1,000, Solon E. Summerfield Fdn. \$2,500; 1971-72, Peter H. Deitsch legacy \$1,000. The income is used for salaries and scholarships. 9,842 units

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whittall, Sr. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose. 841 units

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Schull, Sr. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology." 2614 units

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on subjects of diet and reading." 1018 units

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. 528 units

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whittall. The income only is used for the payment of professors or teachers. 861 units

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony." 113,501 units

*Consolidated Funds are given units. To find market value of each Fund, multiply units on 6/30/72 by \$30.80.

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. The income only to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy. 20,292 units

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. 891 units

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. 4144 units

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." 916 units

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. There are no restrictions except that the income only is to be used. This is applied to general College purposes. 3316 units

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes. 156 units

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens. 3,492 units

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History. 17,222 units

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. There are no restrictions. The income is used for general College purposes. 3,249 units

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. 1,455 units

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stoddell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. 11,190 units

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. 18,173 units

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. 11,932 units

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair of lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to provide adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. 9,124 units

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. 1,403 units

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5,811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1,762 acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). The fund is invested and the income used for general College purposes, until otherwise directed by the Managers. 2,373 units

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. 78 units

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912 and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. 409 units

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bryn Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28 together with further realization on residuary assets and an additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. 6,876 units

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The fund was added to in 1962 by a gift of Joshua L. Baily, Jr., \$150. The income is used for general purposes. 505 units

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. 463 units

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have

given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to use other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." 22,372 units

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. 557 units

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. 265 units

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. An appropriation was made for the 1953-56 Building Program. 87,568 units

J. HENRY SCATTERGOOD FUND

Founded Tenth Month 1947, by donations totalling \$1660 made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign).

The income of this fund is to be used in the field of international relations and to be at the disposal of the President of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College. 831 units

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, 8lass of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest. 8,865 units

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U.S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. 428 units

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries. 213 units

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. 863 units

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. 13,801 units

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible short-term absences for study or to render special services, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. 27,215 units

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. 2,300 units

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. 1,700 units

THE CHARLES McCaul FUND

Founded in 1953 by a bequest of 1/8th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." 2,600 units

ISAAC AND LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband Isaac Sharpless." The fund is without restriction. 351 units

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester, '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37. The fund is unrestricted. 230 units

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1959, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." 6,451 units

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the College on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution." 17,206 units (Funds withdrawn in its entirety for capital improvements.)

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine." Withdrawn in 1965, \$138,198.06. 3,785 units (Funds withdrawn in its entirety for capital improvements.)

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used to "promote understanding among men by research, training and teaching in the field of human relations." 629 units

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. 489 units

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. 417 units

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. 1,539 units

FREDERICK H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted. 430 units

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." 8,044 units

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. 1,089 units

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College." Withdrawn in 1965, \$267,764. 3,066 units

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars, for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." 978 units

CLASS OF 1911—FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. 224 units

THE CLASS OF 1935—TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. 270 units

THE CLASS OF 1937—TWENTY-FIFTH ANNIVERSARY FUND

The fund was established by gift from the members of the Class of 1937 upon their 25th anniversary. There are no restrictions, but it was thought that a present need was in connection with the library and the income is currently used for this purpose. 1,034 units

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income. 868 units

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College. 730 units

CLASS OF 1918—50TH ANNIVERSARY FUND

This fund was established in 1968 by gifts from the members of the Class of 1918 in celebration of their 50th anniversary, and in memory of their classmate Bennett S. Cooper. Principal and income are to be used for the general purposes of the College. 250 units

CLASS OF 1943 FUND

This fund was established in 1968, to celebrate the 25th reunion of the Class of 1943. At the express wish of the members of that class, the fund is totally unrestricted, and is to be used in the best interest of the College as the Managers see fit. 1,541 units

C. MAHLON KLINE MEMORIAL FUND

The C. Mahlon Kline Memorial Fund at Haverford College is an endowed fund, founded with a grant of \$250,000 from the C. Mahlon Kline Estate. The income only is to be used for bio-medical instruction at the College. Up to one-half of the income from the fund can be used for financial aid for students enrolled in the bio-medical disciplines, and no less than one-half of the income will be used for the operation of the educational program of the biology department in providing bio-medical education.

In the event that future circumstances prevent the College from devoting the income of the fund to these purposes, the Board of Managers shall select a purpose or purposes which, in their best judgments, would conform to Mr. Kline's philanthropic interests. 8,333 units

FUND FOR GRADUATE SCHOOL

MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$418,107.47. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten percent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created. In 1937-38, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa. 30,220 units

FUNDS FOR MORRIS INFIRMARY

INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. 920 units

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. 501 units

HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. 108 units

FUNDS FOR SCHOLARSHIPS

THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships. 512 units

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships. 492 units

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships. 1,187 units

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only is to be used to sustain the "Richard T. Jones Scholarship." 541 units

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. 568 units

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. 709 units

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. 1,532 units

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund. 475 units

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. A further gift of Miss Raquelita Wistar of \$4,228.13, was received. 755 units

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates "A man, modest loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." 529 units

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. 1,337 units

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. 417 units

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." 2,174 units

SAMUEL E. HILLES SCHOLARSHIP FUND

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. 359 units

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month, 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. 300 units

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1)—To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2)—To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions were made. 890 units

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be given to a descendant of their father, Benjamin R. Smith, if any such should apply. 744 units

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. 7,553 units

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in

1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000. The fund is increased as a number of trusts created by William T. Grant terminate.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." 4,265 units

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. 1,581 units

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need." 500 units

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine—the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. 2,506 units

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totaling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need. 255 units

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one

boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship,' and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund. 1,216 units

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state. 1,190 units

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, and \$100 in 1952-53 and \$100 in 1961-62. Additional gifts of Andrew L. Lewis in 1963-64 of \$500; 1964-65, \$1,000; 1966-67, \$500 and 1968-69, \$500. 298 units

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. 3,560 units

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecilia P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland *Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund reaches proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." 1,067 units

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. 1,550 units

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being." 423 units

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." 351 units

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes. 509 units

INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." 491 units

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, and added to by additional gifts, this fund is to be added to the endowment of the College; the income is to be used for scholarship purposes. 621 units

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. 629 units

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. 86 units

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Managers, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. 583 units

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

The fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." Income from this fund is to be available "to a

student entering the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathematics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." 439 units

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." Additional gift of Mr. and Mrs. Walter Selove, \$1,050. 887 units

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. 266 units

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. 633 units

ARCHIBALD MacINTOSH SCHOLARSHIP FUND

This fund was established in 1959 and later added to by admirers and friends of Archibald MacIntosh, and shall be used preferably for scholarship purposes. 568 units

READER'S DIGEST FOUNDATION SCHOLARSHIP FUND

This fund was established in July 1965 by a grant of \$2,500 from the Reader's Digest Foundation and additional grants. The income only is to be used for scholarship purposes. 427 units

THE JOSE PADIN PUERTO RICAN SCHOLARSHIP FUND

This fund was established in October, 1966, by a gift from Paulina C. Padin in memory of her husband, Dr. Jose Padin, of the class of 1907. As both Dr. and Mrs. Padin had their origins in Puerto Rico, the donor desires that this fund should benefit deserving students from that island. The amount of scholarships, their number and the method of locating such deserving students is to be in the hands of the administration of the college. It is the principal wish of the donor that Puerto Rico should profit by the education of its students at Haverford College and that this fund should be a perpetual memorial for Jose Padin, who during his lifetime did so much for education in his native country. 7,799 units

THE HOWARD M. COOPER SCHOLARSHIP FUND

Upon her death, on April 11, 1966, a gift of part of the residue from a Deed of Trust created by Emily Cooper Johnson, a friend of the College, became effective. This fund is for the establishment of the "Howard M. Cooper Scholarship," the use of which is intended for such students as need assistance to acquire education, preference being given to members of the Religious Society of Friends and especially to those affiliated with Newton Preparative Meeting of Friends of Camden, New Jersey, of which Howard M. Cooper was a lifelong member. 1,819 units

ALPHONSE N. BERTRAND SCHOLARSHIP FUND

This fund came to the College as a bequest from Alphonse N. Bertrand, of Swarthmore, who died October 25, 1966.

The income only is to be used to "make non-interest bearing loans to students at the College who, in the opinion of the authorities of the College are of good intellectual promise and who are in need of financial assistance. . ." 870 units

GEORGE F. BAKER SCHOLARSHIP GRANT

This first grant of \$50,000 made in 1968 is to be used for scholarship aid program for students whom the College considers to have an aptitude and potential interest in

careers in business. The principal of the fund is to be fully spent, at the rate of approximately 1/3 of the original grant each year. Expenditures may include financial aid to students, costs of administering the program, summer internships, and related service to acquaint students with business opportunities, and portions of staff time costs included in the operation of the program. It is expected that additional grants will be made each three years for at least three grants, and possibly four. Earned interest is to be applied to the fund. Reports are to be made annually to the Trust.

HUGHES SCHOLARSHIP FUND

This fund was established in 1968, by a bequest of a portion of the residue of the estate of James E. Hughes, Class of 1894, who died October 10, 1960. This fund is to be used for scholarship purposes. 701 units

WILLIAM HENRY CHAMBERLIN SCHOLARSHIP FUND

This Fund was established by a Deed of Trust effective on the death of William Henry Chamberlin, Class of 1917, on September 12, 1969. The trust provides for the payment of \$35,000 to Haverford College . . . "to be used by it for a scholarship fund." 1337 units

DUDLEY W. SUMMERS SCHOLARSHIP FUND

The Treasurer asks approval for the establishment of a new fund in the following words: Established in December 1970 by an anonymous donor in memory of Dudley W. Summers '61. 339 units

WILMOT R. JONES FUND

The Treasurer asks approval for the establishment of a new fund in the following words: This bequest of \$5,000 was left by Wilmot R. Jones, Class of 1923, who died September 6, 1970, "for the unrestricted use of the Board of Managers, . . . of which I was a member for ten years, with the hope that my small gift may be added to the endowment funds for scholarship purposes. . . ". 162 units

FUNDS FOR THE LIBRARY

ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. 1966 additional gift from an anonymous donor of \$10,000. The income is used for binding and miscellaneous expenses of the Library. 1,554 units

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year. 5,278 units

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books

made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. 93 units

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. 1,674 units

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall." 16,696 units

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. 60 units.

EDMUND MORRIS FERGUSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Ferguson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. 100 units

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. 655 units

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. 125 units

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases." 60 units

MOHONK FUND FOR THE RUFUS JONES COLLECTION OF MYSTICISM

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N.Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. 129 units

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. 431 units

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. 2,654 units

THE CLASS OF 1909 RUFUS M. JONES MEMORIAL LIBRARY FUND

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. 96 units

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collection. It was added to by her friends.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. 87 units

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison B. Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." 515 units

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. 2,412 units

CARLISLE AND BARBARA K. MOORE FUND

This fund was begun in 1966 by gifts from Carlisle and Barbara K. Moore. The fund is to be used for the purchase of books for the Library. 96 units

FUNDS FOR OLD STYLE PENSIONS

PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. 3,804 units

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. 3,712 units

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. 4,928 units

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haver-

ford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. 312 units

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease. 4,940 units

FUNDS FOR SPECIAL PURPOSES

THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures. 524 units

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. 24 units

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. 309 units

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from any anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." 632 units

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course. 240 units

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. The income only to be used as a prize for the best essays on peace written by students of the College. 173 units

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88, from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. 270 units

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. 512 units

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income is capitalized, as requested by the founders of the fund. 536 units

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. 221 units

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. 294 units

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin '95, in memory of his brother, Edward B. Conklin '99. The income is to be used without restriction in any branch of athletics. 195 units

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. 1,036 units

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." 200 units

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in Latin and mathematics, and any balance of income is to be used for general purposes. 100 units

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipment of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. 383 units

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg, of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and docidils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust, and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

In 1945-1946, 1954-55 and 1966-67, further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. 738 units

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. 203 units

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was \$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to

the expiration of one year after the principal of the fund hereby conveyed becomes distributable under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory." 249 units

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. 638 units

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was transferred to the income account of this fund. 14 units

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." 534 units

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, aunt of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service." 85 units

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be

physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. 101 units

JONATHAN AND RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expiration of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. 996 units

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. 102 units

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1954, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued, I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature." 30 units

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." 12 units

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. 195 units

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the department. Surplus income also may be used in this manner. 120 units

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers.

In 1966, a bequest of \$58,520.70 from Christine L. Hires was added to the fund.
3,618 units

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus. The fund was increased in 1966-68 by further gifts of John A. Silver and bequest of Bernard Lester of \$16,145.37.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan. 1,850 units

THE CLASS OF 1964 FACULTY SALARY FUND

The class of 1964 fund for increasing faculty salaries was started with one hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty in a good liberal arts school and generously contribute to the growth of this fund. 144 units

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center, the income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. In addition to the fund, many contributions were applied towards the cost of remodeling the William Wistar Comfort house into the music center. In 1966 a bequest of Sigmund Spaeth of \$1,000 was received. 173 units

ELECTRONICS RESEARCH FUND

By a legacy of \$10,000 and a portion of the residuary estate, this fund was established in 1965 under the will of Bettine Paddock Blake. The fund is to be used "for research, study and teaching in the field of electronics, or if this in the judgement of the Board of Managers is not practicable, for these purposes in other areas in the field of physical sciences. 819 units

ADA STEFFEN WRIGHT MEMORIAL CUP

The fund for this cup was donated by Willard M. Wright, Jr., Haverford '34 and Alla Tomashevsky Wright, Swarthmore '33, as a Memorial to Mr. Wright's mother. It is awarded annually to that member of the Haverford College football team and that member of the Swarthmore College football team each of whom, in the opinion of the respective coaching staffs, demonstrates the highest degree of sportmanship and inspirational play during the game. 18 units

THE ASBY FUND

A life income Trust, founded in 1969 by a friend of the College through a gift of \$10,870 in securities. The fund, when it becomes available, is to be used for the academic program of the College in accordance with the Deed of Trust and the judgment of the Board of Managers. 362 units

THE LYDIA B. STOKES FACULTY FUND

The Treasurer asks approval for the establishment of a new fund in the following words: This fund was established in October 1969 by a gift from Lydia B. Stokes, an additional example of her long continued interest in the College.

The College being dependent on a strong faculty for its well being, this fund is to be used for faculty salaries. 1,563 units

THE LINCOLN FOUNDATION FUND FOR THE HUMANITIES

The Treasurer asks approval for the establishment of a new fund in the following words: This Fund was founded in 1969 by a gift from the J. F. Lincoln Family Foundation for a Program of Visitors in the Humanities.

Such visitors will be distinguished men and women from any branch of the Humanities. Ordinarily they will be expected to stay on campus for a minimum of two days, and the emphasis will be upon close contact with faculty and students in that time. Principal and income are to be used for these purposes. 704 units

THE ALBERT HARRIS WILSON AWARD FUND

The Treasurer asks approval for the establishment of a new fund in the following words: Established in 1969 by the Class of 1919 at their 50th Reunion, This fund is for an "annual award to that member of the freshman class in mathematics who during the year has proved by his character, scholarship, and need to be the one whom Dr. Wilson would have most enjoyed helping were he still with us and teaching mathematics at Haverford College". 205 units

THE BRUCE HARTUNG FRENCH FUND IN ECONOMICS AND AMERICAN HISTORY

The treasurer asks approval for the establishment of a new fund in the following words: Established in 1972 by Bruce H. French, Class of 1937, for the support of educational activities involving interrelations between these two disciplines. The income alone is to be used, unless in the judgment of some future Board of Managers the College's needs are best met by use of capital too. 1,395 units

C. C. MORRIS CRICKET LIBRARY FUND

The Treasurer asks approval for the establishment of a new fund in the following words: Established in April 1971 by a gift of securities from C. Christopher Morris, '04 this fund is to be used for the operation and improvement of the C. C. Morris Cricket Library and Collection in the College Library, toward the creation and stocking of which Mr. Morris and many other made earlier gifts. This room is administered by the C. C. Morris Cricket Library Association, which continues to solicit funds for its operation and endowment.

The income from this fund, and the principal if required, may be used by the Association to further its objectives of preserving the ideals and traditions of cricket, of fostering national and international interest in cricket as a present-day game, and of collecting and displaying historical items relating to American, Philadelphia and Haverford cricket. 1,335 units

THE WILLIAM R. KENAN, JR. PROFESSORSHIP

The William R. Kenan, Jr. Professorship fund is for the support of a professorship in any department as selected by the President of the College. The return on the Grant will be available for the salary and prize benefits of the incumbent professor and for such supportive activities and services as are agreed upon by the President or his deputy, and the professor. The President will be responsible for the preparation of guidelines governing the selections and terms for the professorship. These guidelines are within the terms of the original grant letter from William R. Kenan, Jr. Trust. Established in June 1972. 24,350 units

FUNDS WITHDRAWN

The following funds and bequests left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956 and 1971-72: Ellen Waln Fund, Henry Norris Fund, Clarence W. Bankard Fund, Mary Brown Fund, Emma Ridgway Comly Fund, Mary K. Comly Fund, Charles J. Rhoads Fund, C. Reed Cary Trust, Willard Moore Wright Jr., Clinton P. Knight Jr., Thomas B. Harvey Fund, Robert D. Williams, Ford Foundation Endowment Fund, Ford Foundation Accomplishment Fund.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$1,152,055.87. Amortization of 1½% is to be applied to the annual reduction of the investment.

NON-CONSOLIDATED ENDOWMENT FUNDS

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. President book value, \$35,163.79.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least ½ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half (½) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the

College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$5,177,605.29.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,603.32.

JAMES P. AND RUTH MARSHALL MAGILL TRUST

This munificent gift in securities from James P. Magill was made on January 17, 1969, subject to life estates. Following these life interests, the fund is for the general purposes of the College. The present book value is \$1,024,875.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as "The Augustus Taber Murray Research Scholarship." The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$35,642.94.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College," Present book value, \$85,868.27.

HERMAN K. STEIN SCHOLARSHIP

This fund was initiated by a bequest to the College, from Herman K. Stein, 1905, of certain shares of bank stock which, subject to a life estate, are to be used to establish "two Five hundred dollars scholarships to be known as the Herman K. Stein Scholarship to be given annually to such Juniors or Seniors in the Science Department as the College shall designate." Following the life estate, and after certain further bequests, the College is left the residue of the estate, to be added, "if necessary to

supplement the scholarship fund," and "the balance shall be used as Haverford College shall see fit." The present book value is \$39,204.00.

LOAN FUNDS

CLASS OF 1934 REVOLVING LOAN FUND

Established in 1959 by gifts from the class of 1934 (100% participation) to the amount of \$10,784, the 1934 Loan Fund, both principal and interest, is to be used for loans to deserving undergraduates, with preference being given to incoming freshmen. The main consideration in the granting of loans is the need of the recipient. This fund, which at present amounts to \$10,121.23, may be increased by new gifts.

JOHN SHINN STUDENT LOAN FUND

This fund was established by the Will of Ernest R. Reynolds, who died May 19, 1966, a resident of Long Beach, California.

The loan fund established by this bequest is named for a Quaker ancestor of Ernest Reynolds, who came to America in 1680 acquiring land from William Penn.

Haverford College is to administer the fund, with any additions, "for the benefit of worthy students, charging said students 4% per annum on unpaid principal thereof, and such interest rate shall continue unless, in the discretion of the Trustees, the economic condition of the times warrants a greater or lesser amount." Both principal and interest may be used in making loans. The fund at present amounts to \$116,684.64.

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees. This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is 3/40th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

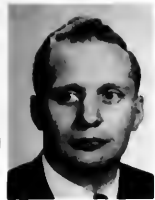
Girard Bank, Trustee Under Deed, Dated July 29, 1948. This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant. By the death of subsequent life tenants, the college is now the sole beneficiary of the trust.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."



*Haverford
College*

FACULTY AND ADMINISTRATION 72-73



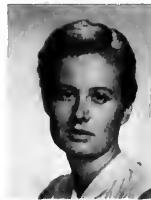
W. W. AMBLER



J. ASHMEAD, JR.



W. F. BALTHASER



K. T. BEAN



B. F. BELL, III



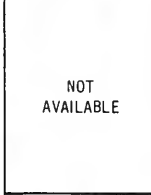
T. A. BENHAM



P. G. BENNETT



R. J. BERNSTEIN



H. BOATRITE



E. J. BOGART



D. V. BOREI



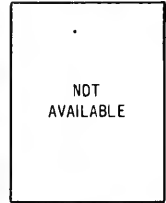
F. W. BRIND



E. B. BRONNER



R. H. BUTMAN



R. C. CAIRNS



J. R. CARY



S. G. CARY



J. P. CHESICK



D. CLAY



J. R. COLEMAN



B. COOK



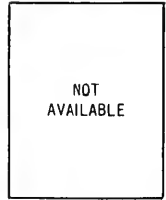
B. C. COOPER



G. N. COUCH



B. L. CURTIS



T. J. D'ANDREA



W. C. DAVIDON



D. A. DAVIS



D. R. DAVIS



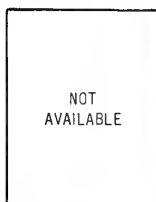
J. H. DAVISON



P. J. R. DESJARDINS

Haverford College

FACULTY AND ADMINISTRATION 72-73



M. A. DICKSON



V. DIXON



W. DOCHERTY, JR.



J. H. DREIBELBIS



H. C. DUNATHAN



I. FINGER



D. A. FRASER



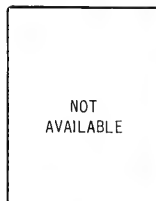
A. K. GANGADEAN



L. M. GARCIA-BARRIO



R. GARCIA-CASTRO



R. M. GAVIN, JR.



L. G. GERSTEIN



D. J. GILLIS



M. L. GLEDHILL



H. GLICKMAN



E. GOLDBERGER



J. P. GOLLUB



L. C. GREEN



S. GUBINS



M. M. GUTWIRTH



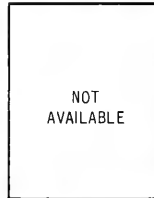
G. E. HANSEN



A. P. HARE



D. H. HEATH



J. HENRY



W. F. HOHENSTEIN



R. HOUTZ



H. HUNTER



D. H. HUSEMOLLER



L. M. JORDAN



G. KANNERSTEIN

Haverford College
FACULTY AND ADMINISTRATION 72-73



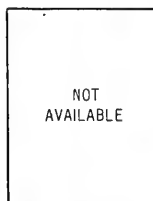
D. KESSLER



L. A. KOSMAN



W. W. LANDER



R. LANE



E. D. LARKIN



J. A. LESTER



A. G. LOEWY



R. LUMAN



W. MAC GAFFEY



C. F. MAC KAY



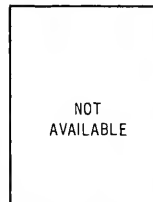
E. P. MAIMON



S. G. MALARD



M. MARSHALL



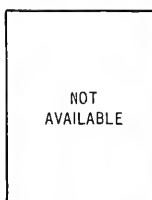
S. S. MATAČIĆ



P. MC CARTHY



G. A. MC CURDY



J. W. MC KENNA



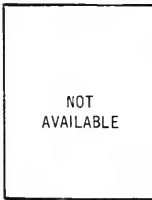
W. MELTON



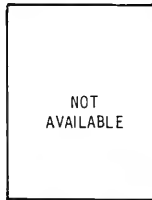
B. MIEHLE



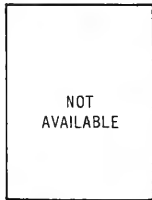
D. G. MILLER



K. L. MORGAN



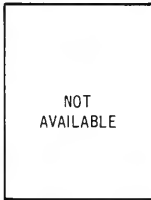
R. MORTIMER



V. T. NACHMIAS



R. B. PARTRIDGE



W. PAUL



S. I. PERLOE



C. PERRY



D. POTTER



E. R. RALPH



J. C. RANSOM

Haverford College

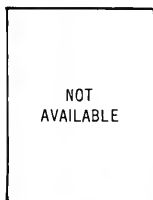
FACULTY AND ADMINISTRATION 72-73



W. H. REESE

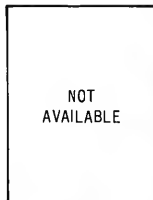


E. S. ROSE



NOT
AVAILABLE

J. RUSSO



NOT
AVAILABLE

M. SANTER



V. K. SAPOJNIKOFF



A. W. SATTERTHWAITE



S. SCHNAARS



W. A. SHAFER, JR.



M. K. SHOWE



S. M. SUMER



G. E. SPIEGLER



J. P. SPIELMAN, JR.



D. SRINIVASAN



NOT
AVAILABLE

H. C. STANDING



C. STEGEMAN



R. E. STIEFEL



S. STOWE



D. W. SWAN, II



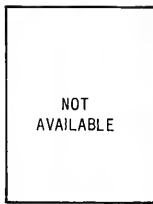
S. P. THEOPHILOS



J. D. THOMPSON, JR.



W. J. TRELA



NOT
AVAILABLE

J. S. TRIMBLE



S. R. WALDMAN



P. E. WEHR



NOT
AVAILABLE

J. C. WIDSETH



NOT
AVAILABLE

A. L. WILLIAMS, JR.



J. A. WILLIAMS



M. J. WILLIAMS



C. E. WINTNER



A. ZANIN

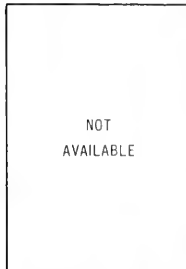
Haverford College
BOARD OF MANAGERS 1972-1973



ROBERT L. BALDERSTON



JAMES B. BRADBEER



THOMAS S. BROWN



JOHN A. CANTRELL



ROBERT S. CHASE



MAMIE P. CLARK



W. WISTAR COMFORT



MAXWELL DANE



WOODRUFF J. EMLÉN



J. MORRIS EVANS



JOHN F. GUMMERE



GAYLORD P. HARNWELL



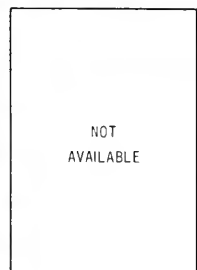
ARTHUR R. KANE, JR.



JAMES A. KATOWITZ, M.D.



STEPHEN L. KLINEBERG



BERNARD V. LENTZ

Haverford College

BOARD OF MANAGERS 1972—1973



BENJAMIN S. LOEWENSTEIN



ROBERT MAC CRATE



WM. MORRIS MAIER



J. HOWARD MARSHALL



LOUIS R. MATLACK



CHALMERS V. A. PITTMAN



MARTHA STOKES PRICE



JONATHAN E. RHOADS, M.D.



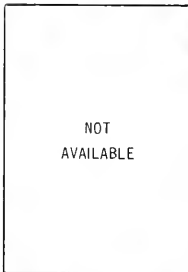
ARTHUR S. ROBERTS



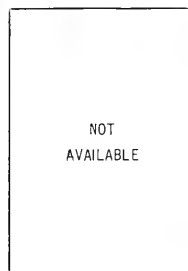
ROBERT P. ROCHE



GERALD F. RORER



SAMUEL M. SNIPES



DAVID E. STOKES



F. JOSEPH STOKES, JR.



MAURICE A. WEBSTER, JR.



JOHN C. WHITEHEAD

TO: Bryn Mawr-Haverford College Community

Attached are the photos of the class of 1976 at Haverford and Bryn Mawr Colleges. These pages were prepared over the summer months, using photos supplied by the students themselves. Where a suitable photo was not available, a blank appears.

These pages have been printed and five-hole punched to fit either the red Haverford Handbook binder or the old or new Bryn Mawr binders. Discard this cover page, if you wish, and carefully remove the staple and bind the directory pages into your binder.

Other sections of the two handbooks will be distributed as they are published.



HAVERFORD CLASS OF 1976



W.J. Adelson



J.C. Ahrens



S.D. Allen



C.R. Alton



S.B. Andreasson



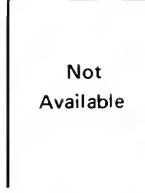
M. Andrews



P.F. Armstrong



G.H. Ashmead



R.W. Ausbrooks



C. Auxier



J. Barber, Jr.



B.M. Baron



R.A. Barthelson



T.R. Bartman



J.R. Bassett



D. Bayrock



F.R. Bech



D.S. Becker



E.D. Bein



J. Bellaimery



J. Bendix



W.K. Berenson



D. L. Berger



D. M. Bessen



G.E. Betts



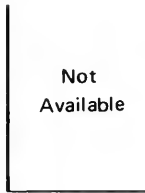
A. Beuscher



K. Bills



N.H. Blauzvern



J.S. Bleiberg



J.M. Bludman

HAVERFORD CLASS OF 1976



A. R. Bogdan



T.M. Bogen



D. Boguslaw



J.E. Bohm



D.A. Bonevac



M.B. Breuer



T. L. Briggs



R.K. Brownlee



D.R. Bryan



J.J. Butler



J.F. Butterworth, IV



K.W. Campbell



C.T. Canady



M.G. Cannon



R.F. Cauley



J.W. Close



A. P. Clum



J. Cohen



J.A. Cohen



J.M. Coleman



J.P. Conley



T.J. Connolly



T.G. Contos



J. Copulsky



D.H. Corddry



M.A. Cordero



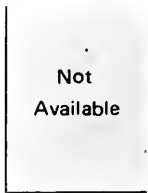
B.C. Crauder



T.J. Curry



S. Cytryn



D.A. Davis

HAVERFORD CLASS OF 1976



S. Davis



J.M. Devlin



A. Dimock



P. R. Durgin



J. Fainberg



S. R. Fairbrother



S. P. Fallon



J. K. Fears



S. C. Feinman



L. T. Finesmith

Not
Available



R. A. Fisher



J. F. Fleuchaus



P. D. Follansbee

Not
Available

Not
Available



M. Fuson

J. R. Gailey

S. M. Garelick

D. R. Gastfriend

T.B. Gerlach, Jr.

D.A. Geselowitz



D. Gilbert



D. Glaser



E.B. Gogek



J.A. Goldman



L.B. Goldman



S.R. Goldsmith



P. H. Gollance



N. Goodale



K.C. Goodman



R.J. Grant

Not
Available

HAVERFORD CLASS OF 1976



D. E. Greenspan



G.I. Greenwald



J. Grodman



H.A. Grossman



W.G. Guthe



F.G. Halasz



P.D. Haley



E. Hamilton



M.M. Handelsman



S. K. Harper



N.T. Harris



J.M. Hauer



Not
Available

P. Healey



L. A. Heller



C. S. Herzeca



H. A. Hewlett, III



E. D. Heyden



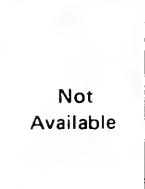
R. J. Hirn



R. M. Hughes



S. L. Hulbert



Not
Available

L. Hunter



C. J. Jones



J. E. Jordan



M.P. Joseph



R. M. Kahn



R. A. Karban



A. W. Karp



E. Karpeles



D. A. Kavesh



G. Keller

HAVERFORD CLASS OF 1976



J. V. Keller



D. N. Kelner



J. B. King



J. R. King



S. N. Klein



J. J. Koblenzer



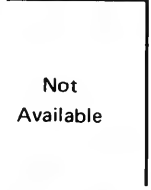
L. C. Kobrovsky



N. D. Koch



Not
Available



Not
Available



J.B. Kramer



T. R. Krift



Not
Available



R. Kogan



D. E. Koshland



S. B. Leff



F. H. Leidman



D. A. Lesnaski



G. Levin



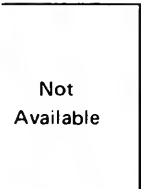
H. Levine



M. C. Levitt



M. D. Lieder



Not
Available



J.B. Little, III



J. M. Lodge



R. P. Loweth



J. M. Maas



G. A. Mackin



R. Malone



T. N. Mann

HAVERFORD CLASS OF 1976



B. M. Margavitch



H. J. Margolis



S. Marlens



W. R. Marsland



D. G. Maxfield

Not
Available

K. F. Miller



T. C. Miller

Not
Available

H. A. Mills



D. Mistick

Not
Available

R. R. Monroe



R. L. Montgomery



P.N. Moore

Not
Available

T. P. Moran



S. E. Myers



M. P. Nardone



J. L. Nash



S. L. Nehmer



P. G. Neuberg



K. A. Neuman

Not
Available

D. E. Nicklin



J.J. O'Brien



C. H. O'Callaghan



D. K. Olsson



A. K. Ota



G. E. Otto



G. Panosian



M. R. Papineau



D. Pastor

Not
Available

R. C. Peet



C. A. Picon

HAVERFORD CLASS OF 1976



J. Pine



M. A. Pleatman



D. F. Pyke



L. J. Rabinow



E. M. Read



M. C. Reese



D. Reeve



M. B. Reiner



A. H. Reuys



W. T. Reynolds



P. D. Riggs



S. A. Ritt, Jr.



K. H. Robbins



R. Roca



D. Rodman



J. E. Ronan



J. B. Rose



T. S. Rose



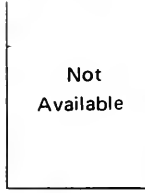
M. Rotberg



J. A. Roth



A. Rowan



B. Rubin



A.M. Sandals



J. P. Sandercock



D. Sappington



J. W. Saxton



E. Schaffer



J. D. Schreiber



J. R. Schreiber



W. Schwartz

HAVERFORD CLASS OF 1976



S. Seltzer



J.C. Setzer



J. M. Shekiro



M. H. Sheppard



R. F. Sherman



A. D. Shifflet



E. Siegel



R. L. Simon



Not
Available

D. A. Slife



Not
Available

A. L. Spingarn



D. B. Spitulnik



R. N. Stabler



H. Stein



J. F. Stevens



S. Tabor



J. Tarplin



J. H. Terepka



J. D. Thomas



D. B. Thompson



W. G. Thompson



W. B. Tomlinson



R. T. Unterman



Not
Available

P. G. Van Thuyne



D. H. Verner



C. A. Vidair



K. L. Wagner



R. E. Wallos



S. Wasserman



J. H. Weber



Not
Available

J. Williams

HAVERFORD CLASS OF 1976



D. Winslow



E. H. Witte



D. G. Zager



I. M. Zaidi



J. P. Zimler



A. B. Zimmerman

Not
Available

D.R. Ballon

TRANSFERS ARRIVING AT HAVERFORD 1972-73

Not
Available

C.W. Balke



W.V. Bromley



E.L. Coll

Not
Available

D. M. Crommett



R. G. Durham



B. E. Fleming



D.G. Gilberg

Not
Available

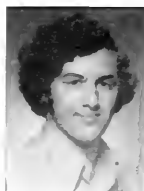
N.H. Goldberg



W. L. Helfand

Not
Available

K. Muro



B. G. Palitz

Not
Available

J. M. Rossman

Not
Available

G.B. Soberman



R. S. Litwak



B. B. Taylor

BRYN MAWR CLASS OF 1976



A. A. Adelson



S. L. Ahern



M.G. Albertson



L. M. Anderson



S. L. Babbitt



O. W. Barnett



E. D. H. Bassel



J. M. Bastian



V. J. Batchelder



B. S. Beitman



C. E. M. Berchtold



P. E. Bernard



L. J. Bernstein



M. Bertoni



D. L. Biebesheimer



L. C. Blair



H. S. Botka



C. Bowens



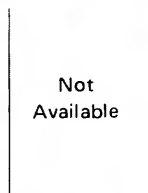
W. S. Brachman



N. J. Brantz



R. E. Brenner



A. Breslin



E. Britton



R. L. Brooking



D. A. Brown



E. H. Brown



S. F. Brown



Y. J. Brown



J. L. Buckley



R. N. Bulla

BRYN MAWR CLASS OF 1976



E. L. Burt



D. L. Bush



C. L. Campbell



A. J. Capalbo



N.J. Carlson



M. Cary



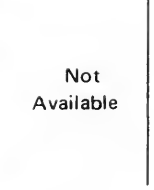
D. R. Cason



S. Y. Chao



B. H. Christen



Not
Available

P. J. Ciccantelli



B.E. Clark



C. L. Cline



K. T. Clover



E. J. Cobbs



B. D. Cohen



A. E. Cohn



E. B. Coleman



T. J. Colyer



S. G. Conley



S. F. Connolly



Not
Available

R. K. Cook



A. Cordero



Not
Available

C. Craig



Not
Available

M. B. Cristy



M. K. Dabney



B. M. Davis



P. A. Defusco



B. J. Degen



J. Dellaneva



P. M. De Toledo

BRYN MAWR CLASS OF 1976



M. Dunbar



J.S. Dupee



K. K. Eberle



M.L. Ehtesham

Not
Available

L.A. Elbrecht



L. M. Faerman



M. P. Fenichel



E. Ferdinand



D. C. Fex



C. A. Fissel



M.J. Fleming



M. Forrest



J. E. Fox



A. A. Fratcher



D. Fried



D. H. Frishman



N. E. Fujii



L.O. Fulton



G. L. Furtney



A. F. Gainer

Not
Available

R. J. Gale



T. A. Gallae



P. J. Galvin



A. F. Gates



S. A. George



A. A. Gies



Not
Available

J. H. Gleason



K. G. Goh



J. A. Goldman

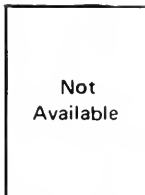


F. L. Goldstein

BRYN MAWR CLASS OF 1976



M. M. Gooderham



L. D. Gordon



J. Granger



J. E. Green



P. A. Griehwahn



S.A. Griffin



M. E. Guzy



J. E. Haley



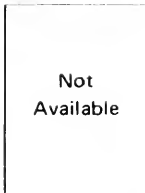
G. J. Hann



L. J. Hann



E. E. Harpham



E. D. Hasbrouck



E. J. Hayes



L. A. Hazlett



C. Healey



J. M. Hespenheide



C. A. Heymann



L. S. Hirsch



H. D. Hoffman



M.K. Hoffman



M.L. Howell



A. Hubiak



W. M. Hurwitz



S. J. Hutchinson



A. Isaacson



J. Isken



M. B. Johnson



A. F. Jungk



E. D. Karnes



L. B. Kavesch

BRYN MAWR CLASS OF 1976



W. R. M. Kearns



S. B. Kelly



J. A. Kennedy



K. W. Kimball



T. B. Klar



P. E. Knolle



M. T. Komoski



M. B. Krebs



S. L. Leconey



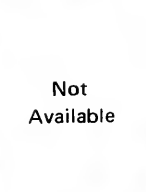
M. E. Lenzi



L. Lesavoy



P. E. Leuchs



L. E. Levine



K. Levinson



J. A. Lifton



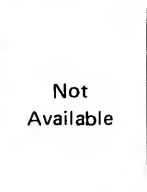
C. Liston



A. D. Logan



R. J. Louard



L. L. Lukens



A. Macdonald



A. R. Mackintosh



E. K. Malham



D. M. Manley



M.L. Mann



G. A. Marsteller



L. K. Masters



Barbara G. Matthews



C. L. Mauro



S. E. McCafferty



L.C. McCaffrey

BRYN MAWR CLASS OF 1976



B. E. McDevitt



K.W. McDonie



J.R. McLane



R. L. Meigel



M. E. Meisch



E. E. Mertz



C. C. Mestre



K. M. Meyer



J. I. Milas



C. A. Miller



M. M. Miller



R. L. Miller



Z. A. Mohammed



P. J. Mooney



L. J. Mussler



D. E. Nelson



E. A. Newell



J. Newman



D. M. Nicholson



S. W. Nicholson



K.J. Norton



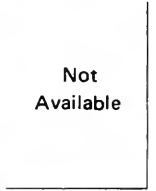
B. E. Nyitrai



C. W. O'Brien



E. S. Ochs



Not
Available

M. K. Olson



B. H. Olsson



J. A. Owesny



Not
Available

C. A. Pages



C. Papier



A. E. Pavlo

BRYN MAWR CLASS OF 1976



P.J. Peglau

Not
Available

L.F. Peterle



D. H. Pierce



R. M. Pierce



K. A. Prendergast



G. J. Prentice



L. M. Purcell



W. Quesenbery



A. E. Read



A. J. Reines



R. L. Renn



B. L. Riemer



G. M. Ritrovato



J. K. Rosenberg



V. A. Rossetti



J. Rudnitsky



F. M. Ruggiero



D. P. Runyan

Not
Available

G. Rupert



P. J. Russell



M.E. Ryan

Not
Available

T. Satow



M. E. Satz



E. H. Schwartz

Not
Available

C. P. Simpson



M. J. Singer



N.J. Singletary



L. M. Sloan



A. R. Smith



P. A. Smith

BRYN MAWR CLASS OF 1976



S. Snow



C. E. Soffen



B. E. Soifer



L. S. Spitzer



N. L. Sprague



M. K. Stolee



M. C. Strolle



M. L. Sullivan



S. I. Sutliff



C. L. Talmadge



A. J. Taylor



N. E. Taylor



R. Taylor



M.L. Todd



N. S. Tonneman



S. K. Toohey



C. S. Vanderbur



E. A. Varadi



V. M. Vaughan



S. L. Wallach

Not
Available



A. M. Waltner



K.A. Watherwax



D. A. Wehman



B. C. Weil



D. J. Weiss



J. R. White



M. L. White



L. J. Williams



J. Wilmarth

BRYN MAWR CLASS OF 1976



S. Winter



A. M. Witt



S. F. Wohl



E. S. Wolfsohn



A. T. Woodward



T.L. Yamashita



M. M. Zamora

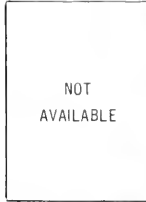
CLASS OF 1975



M. K. ABE



R. B. ADAMS



B. D. AGINS



J. G. AMAR



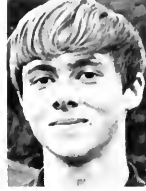
J. P. ANDERSON



S. J. ANDERSON



B. P. BAKKE



T. W. BARLOW



D. E. BARNES, JR.



R. D. BECHTEL



W. A. BEDROSSIAN



R. W. BIRCH



J. W. BLENKO



M. I. BLUM



T. R. BOLLER



A. J. BORSON



P. E. BOSTED



J. P. BRENNAN



T. F. BRESNAHAN



B. L. BRICK



M. A. BROMBERG



S. L. BRONSTEIN



F. C. BROSIUS



PAUL W. BROWN



C. S. BUTTRILL



F. J. BUZOLITS



G. J. CACCHIONE



B. H. CAMPBELL



G. B. CARGILL



J. S. CARP

CLASS OF 1975



T. CARROLL



B. A. CHITIEA



P. R. COHEN



W. H. COLBERT, III



A. H. COOK



G. I. CORNELL



J. L. CRITE



E. T. CROOKS



G. R. CUNNINGHAM



D. Y. CURRAN



C. A. DALE



R. H. DAVISON



R. DE JESUS



A. F. DOAN



L. M. DOLLET



R. M. DOUGLAS



M. N. DUNCAN



C. N. EDMONDS



C. M. EDWARDS



D. D. ENGEL



M. C. EVANS



S. C. EVANS



E. D. FEIGELSON



P. L. FINE



J. D. FLOWER, JR.



J. B. FLOYD



G. B. FOOTE



C. S. FORMAL



J. M. FOX



L. M. FREDANE

CLASS OF 1975



M. H. FREILICH



L. K. FRIEDEMAN



J. A. FRIEDMAN



J. D. GALLAGHER



D. W. GILLETTE



M. A. GOLD



W. F. GORIN



R. M. GORSEN



R. F. GOWEN



D. F. GRAHAM



P. C. GREIF



L. R. GROBMAN



D. P. HACKETT



D. A. HANSELL



J. W. HARRER



L. A. HAUSNER



S. G. HEALD



S. N. HERMAN



P. J. HOCHMAN



D. M. HUDIAK



J. K. HUIBREGTSE



P. T. INGMUNDSON



D. A. IRACKI



T. E. ISENBERG



R. S. JANETT



M. JENKINS



E. L. JURIST



D. A. KAHN



H. E. KAVROS



D. YOUNG SOON KIM

CLASS OF 1975

NOT
AVAILABLE

J. P. KIRKPATRICK



A. S. KLEIN



M. H. KOSSOFF



K. KRESHTOOL



A. J. KROL



J. M. KROM



P. L. KUHL



S. N. KURTZ



A. C. LAPEYRE



A. C. LARNER



T. H. LEICH



H. M. LEVIT



M. J. LICHTEN



J. P. MC CLAFFERTY



J. M. MC CREIGHT



J. L. MALIN



M. MANDELKERN



T. A. MANZONE



S. MASON, JR.



L. S. MILLER



R. C. MILLER



J. I. MISHKIN



J. B. MOORE



R. B. MOORE



J. R. MORRIS



W. E. MURPHY



J. NAGEL



R. D. NAGELE



N. NANDHABIWAT



C. E. NEELLEY

CLASS OF 1975



H. W. NEIGHBORS



J. E. NESTLER



B. P. NEWBURGER



B. NEWMAN



F. P. NEWTON



O. B. NORRIS



G. E. NORTON



P. C. NORWOOD



H. M. PANSEY



T. J. PELL



T. J. PENDLETON



C. M. PERKINS



J. P. QUINLAN



D. U. RABIN



J. A. RODRIGUEZ



G. P. ROMANSKY



A. ROOT



L. C. RUFFIN, JR.



M. J. RUSS



M. M. RUTTER



J. L. SAMPLE



J. E. SARFATY



C. L. SCHOEN



R. SCHOUTEN



C. F. SEIGLER



E. D. SHAVIN



R. K. SHELINE III



M. SHENKER



S. A. SHERK



S. B. SHUBERT

CLASS OF 1975



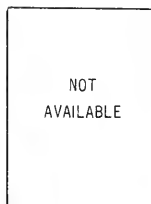
J. D. SHUSTER



A. D. SILK



A. E. SIMONS



D. B. SITMAN



D. M. W. SKEELS



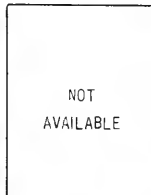
A. J. SMITH



J. R. SOLENDER



J. E. SPAULDING



M. D. SPINRAD



A. R. STEIN



W. W. SUDERLEY



J. R. SUSSMAN



D. W. THOMFORDE



G. M. TOBIN



A. S. TOBY



T. TSUJIMOTO



S. TUHRIM



E. N. TURKHEIMER



P. N. UHLIG



S. C. VAUGHN, JR.



R. K. WEAVER



J. C. WEISBERG



S. M. WERNER



D. M. WESSEL



M. B. WILLIAMS



R. E. WILLIS



R. J. WILLIS



P. W. WOOD



J. W. WRIGHT



W. B. YOUNG

CLASS OF 1975



Y. ZEGEYE



K. J. ZIMMER



B. L. ZUBROW

FORMER SPECIAL STUDENTS, NOW FULL-TIME



S. B. COOK



A. C. CRUZ



J. S. DUNN



I. H. FINKLE



R. GENTILE

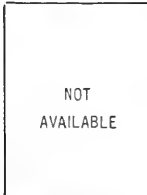


J. E. GOLIN



NOT
AVAILABLE

C. GOUTMAN



NOT
AVAILABLE

S. E. O'GRADY



NOT
AVAILABLE

E. J. SCHORK, JR.



M. A. SPRINGER



H. D. UDERMAN



R. I. WHITE



E. W. WRIGHT

TRANSFERS ARRIVING AT HAVERFORD 1971-72



NOT
AVAILABLE

J. VANOUS



NOT
AVAILABLE

P. M. WASHINGTON

CLASS OF 1974

NOT
AVAILABLE

E. C. ABDERHOLDEN



D. P. ARTHUR



G. A. BAGG



C. H. BANKS



P. M. BARRY



S. M. BARST



G. A. BARTH



P. W. BAUER



C. G. BEEVER



R. B. BEGLEY



N. R. BELL



P. E. BERRY



A. R. BLOCK



P. D. BLUDMAN



E. BOONER



P. M. BOWERS



E. S. BOYER



W. D. BRAMSON



D. BRENNER



J. D. BROWN

NOT
AVAILABLE

N. BROWN



D. I. BRUCE



W. E. BUCHANAN



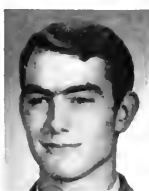
P. M. BUTTRICK



G. W. CHAPMAN



R. W. CHIN



C. L. CLARK



T. A. COCHRAN



A. B. COLSEY



T. R. COOK

CLASS OF 1974



P. D. COOPER



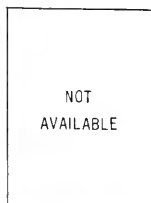
C. COSBY



R. J. CUSHMAN



G. E. CZAR



NOT
AVAILABLE

M. A. DAVIS



W. B. DEGRAPHENREED



A. B. DEMOND



P. DENIG



S. V. DESIDERIO



J. T. DONOHOE



G. P. DUNN



NOT
AVAILABLE

G. EARLY



L. S. EARLEY



C. R. EBERSOL, JR.



J. C. ECK



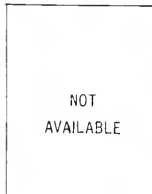
R. D. EHLERS



W. B. ELLIS



S. G. EMERSON



NOT
AVAILABLE

R. L. FALK, JR.



S. S. FEINBERG



M. A. FERRELL



R. K. FILER



C. B. FLEMING



R. M. GALFORD



M. J. GANTMAN



D. A. GARFIELD



M. E. GARRISON



G. D. GASPER



S. C. GRANT



C. P. GREEN

CLASS OF 1974



E. R. GROOT



P. HAENTZLER



E. B. HARDCASTLE



J. L. HARER



J. S. HASBROUCK



M. H. HEGGENESS



N. S. HELLER



J. A. HELMER



B. C. HINES



J. W. HOPWOOD



W. HOUSTON, JR.



R. S. HUBBARD, JR.



E. JEHLE



I. N. JETHA



R. W. JEVON, JR.



C. M. JOHNSON



D. M. KAPLAN



P. J. KAVESH



D. B. KELLER



C. KENT



K. S. KOSHAR



J. A. KOZEMPEL



S. M. LACKS



E. F. LEIB



F. J. LEPREAU, III



H. B. LEVY



C. R. LEWIS



H. E. LEWIS



D. D. LIPTON



S. M. LISSANDRELLO

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O. A. LOTZ



J. H. LUTZ



R. S. LYLE



H. J. McKEOWN



D. B. MAIER



S. H. MARTENSON



R. G. MARTIN



A. P. MEAGER



L. F. MEEHAN, JR.



J. E. MEHEGAN



B. MERKEL



E. A. MONSKY



D. H. MONTGOMERY



M. D. MORSE



NOT
AVAILABLE

P. MORTON



J. D. MUELLER



W. G. MYERS



J. R. NEDELMAN



M. D. NEWBERGER



J. P. NEWMAN



D. F. OLIVER



D. D. OLIVIER, JR.



J. A. PARENTE



R. A. POSCH



I. A. PRITCHARD



C. F. PROCOPIO



W. D. PUGH



M. C. RAICHERT



NOT
AVAILABLE

L. F. RANSOM

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C. A. RAY, JR.



R. J. REILLY



T. L. RICHIE



P. S. RICHMAN



R. RIVERA



P. B. RIZZOLI



J. A. ROMMER



L. J. ROSE



B. L. ROSEN



F. A. ROWLAND



S. F. SAAL



P. R. SAENGER



E. F. SAYIN



R. R. SCHALL



G. B. SCHATZ



R. Y. SCHAFFLER



J. E. SCHIEL



R. G. SCHNEIDER



D. L. SCHUTZMAN



T. S. SCOTT



M. M. SEDWITZ



D. M. SEGALL



J. L. SEILER



E. M. SEVERINGHAUS



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R. P. SHERMAN



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A. L. SYCIP



D. T. TAMMANY



H. G. TAYLOR



D. O. THOMAS



J. R. THORSTENSEN



G. W. TILL



H. TRACHTMAN



M. O. TRUEBLOOD, JR.



D. F. WALTON



R. L. WEBB, JR.



S. H. WEINTRAUB



C. L. WEISMAN



T. O. WEISMAN



J. P. WELCH, III



I. WHEELER



T. G. WILKINSON



R. O. WINTER



J. C. WRIGHT



J. O. WRIGHT



R. YEE

CLASS OF 1974

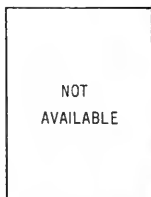


S. H. YONG

TRANSFERS ARRIVING AT HAVERFORD 1970-71



D. JAENICKE



G. MEHRETEAB



W. O'NEILL



C. PLUMMER



E. WEIMER



CLASS OF 1973



S. L. ALPER



G. F. ANDERSON



R. J. APPEL



A. I. ARONOFF



K. L. ARTHUR



G. G. ASHMEAD



R. W. ATWOOD



C. A. BANKSTON



D. L. BAXTER



S. F. BEARDSLEY



G. D. BERKOVITZ



D. BERMAN



M. S. BIRENBAUM



G. H. BLANCHET



E. L. BLEIBERG



J. L. BONDY



D. J. BOTTJER



T. P. BOWLING



T. J. BRADLEY



C. D. BRASHEAR



B. K. BRIGHTMAN



K. H. BROWN



J. S. BRUCE, JR.



J. N. BUMBREY



L. R. BURNS



M. E. CAPLAN



F. H. CARNEY



C. CHEEK



M. R. CLANCY



NOT
AVAILABLE

S. CLEARMAN

CLASS OF 1973



C. C. CLINE



D. F. CLINNIN



D. A. CONRAD



S. A. CONRAD



J. M. COOK



G. M. CRONIN



R. R. CURRAN



F. S. CURTIS, IV



B. L. DAVIDSON



R. C. DAVIES



R. J. DAVISON



W. T. DAVISON



G. D. DERE



C. S. DONOVAN



K. DONOVAN



J. A. DUNCAN



D. A. DUNNINGTON



C. J. DURANTE



R. C. DUTTON



J. C. DYE



S. A. EARLEY, III



J. J. EPPS



J. A. EVANS



R. W. EVANS, III



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H. FICHLANDER



D. L. FOGELSON



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D. S. FOX, JR.



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A. D. HANCOCK



H. HART



B. C. HERITAGE



O. J. HERNANDEZ



M. P. HERSHMAN



J. L. HIGSAW



D. M. HINDENLANG



G. M. HINES



V. G. HODGES



M. H. HOEFlich



D. N. HOFSTEIN



N. I. HOWARD, JR.



L. M. HUMMEL



M. A. HURWITZ



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E. B. IRVING, III



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T. G. JOHNSTON



J. D. KADISH



J. Y. KAO



B. KEELS



J. M. KELBERER



D. C. KERN

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J. M. KOSHLAND



L. L. KRAMER



R. C. LAMBERT



S. R. LA MOTTE



T. LAWSON



C. S. LELAND



B. O. LENTZ



G. J. LESNESKI



D. P. LEY



J. T. W. LICCIARDELLO



W. G. LIGHTS



R. K. LOESCHE



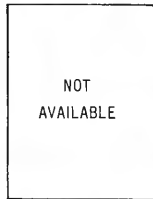
J. W. LONGENECKER



S. K. LONGLEY



J. P. LOUCKY



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W. MARGE



K. MARTIN



D. A. MC CLAIN



J. R. MC ELWAIN



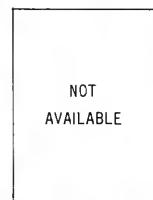
W. N. MC LEOD, III



W. B. T. MOCK, JR.



J. M. MORSE



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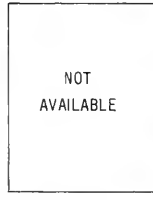
H. D. MUSTIN



J. W. NELSON



D. A. NICHOLS



NOT
AVAILABLE

D. E. NICHOLSON



K. J. NORRIS



C. H. O'DONNELL



R. M. OESTERLING

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E. OLBS



B. H. PATTERSON



T. M. PLEDGER



W. R. POLK



H. B. PROSSNITZ



O. D. RASCOE



D. ROSE



J. T. ROSS



W. N. ROSS



P. ROZENTAL



R. F. SABATELLI, JR.



J. A. SADOWSKY



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S. C. SMITH



O. Z. SOLTES



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R. H. SPADY



C. P. SPRAGUE



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R. B. STAPLES



J. D. STEPTOE

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B. A. STONEHILL



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W. SUNSTEIN



E. M. SUPER



R. SWAAB



G. M. SWAN, III



A. TODRAS



T. J. TRAVISANO



W. L. TRONZO



J. R. TUMIN



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R. T. VAUGHAN, JR.



L. A. VILLALON



H. S. WALLACE



J. R. WETMORE



J. WILLIAMS



R. B. WILLIS



H. B. WILSON, JR.



B. P. WINDER



J. C. WISE



W. R. WYLIE



E. A. YAVITZ



G. ZORZI



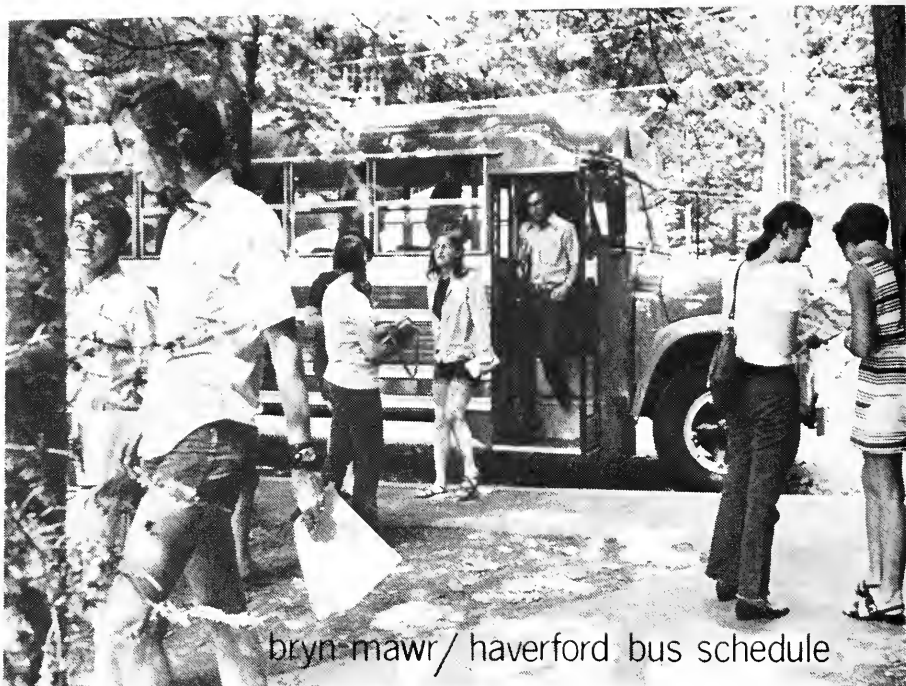
E. ZUBROW

students' guide

haverford/bryn mawr colleges

1972-73





bryn mawr/ haverford bus schedule

BMC-HAV

MONDAY -- FRIDAY

8:00 A.M.

8:30

9:00

9:30

10:15

11:15

12:15 P.M.

1:20

2:15

3:15

4:15

5:15

6:15

*THURSDAY ONLY

7:15

8:50*

**WEDNESDAY ONLY

9:15**

***EXCEPT WEDNESDAY

9:45

10:30**

10:45***

11:00**

11:45

SATURDAY A.M. ONLY

8:20 A.M.

9:15

10:15

11:15

12:15

P.M.

SUNDAYS P.M. ONLY

7:15 P.M.

8:15

9:15

10:15

HAV-BMC

8:15 A.M.

8:45

9:15

9:45

10:45

11:45

12:45 P.M.

1:45

2:45

3:45

4:45

5:45

6:45 (THUR. 6:30)

7:45

8:20

10:15

10:45**

11:15

12:15

8:45 A.M.

9:45

10:45

11:45

12:45

P.M.

7:45 P.M.

8:45

9:45

10:45

SWARTHMORE BUS SCHEDULE

THERE WILL BE LIMITED CAR SERVICE TO SWARTHMORE IN THE FALL FROM BOTH CAMPUSES.

CHECK WITH THE DEAN OF STUDENTS' OFFICE FOR MORE INFORMATION AND EXACT TIMES.

BUS RENTAL INFORMATION

STUDENT GROUPS MAY CHARTER THE HAVERFORD-BRYN MAWR BUS ON WEEKENDS PROVIDED A REGULAR DRIVER IS AVAILABLE. THERE IS AN INITIAL FEE OF \$9.60 PLUS \$4.80 PER HOUR AND 20 CENTS PER MILE. THE MINIMUM CHARGE IS \$35. INQUIRE AT MR. TRUCKS' OFFICE AT BRYN MAWR.



students' guide

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gene hodes

pier meager

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FRESHMAN YEAR: You will probably spend your first full year at Haverford in either Barclay or Gummere. Barclay and Gummere are the two freshman dorms, large rambling buildings built around main corridors that run the length of the structures. Barclay's corridors are wide and carpeted, and are used as often as suite living rooms for sitting around. Gummere's "public areas" are not nearly so generous, but both dorms are the kind of places where you have to go out of your way not to meet people.

Living in the freshmen dorms with the new students will be Resident Customsmen, upperclassmen who try to answer the questions of the incoming students, send them to the right people if they have a problem that needs to be taken care of, and just sit around and talk, giving them a "veteran's" view of Haverford.

COOPERATION: More students are going to Bryn Mawr for classes, dinner or just to walk around, and there are 112 women from Bryn Mawr living in Leeds, Lloyd, and two of the North Dorms this year. The "coed environment" of Haverford is centered in the main activity areas of the campus, places where people regularly gather, like the library, the Dining Center and the Student Union.

Dorms, on the other hand, are not coed in the same sense. The upperclass dorms, where Bryn Mawr exchange students live, offer an apartment-like privacy. Each suite is pretty much an entity in itself; the narrow corridors, and fewer rooms per floor or entry mean that you don't "run into" other people in the dorm easily.

THE BASIC UNIT OF HAVERFORD LIFE IS THE SUITE GROUP: A few friends decide to live together, and generally find that, as the year goes on, much of their social life revolves around their roommates and the suite. Privacy and independence available with this living style gives you a chance to do your work and live your own life. But considering the size of the College, it is surprisingly easy for someone to "disappear" for four years, emerging into the light only to receive his diploma. Interaction does occur, and groups of friends often get together and take over an entry in Lloyd, or an entire floor in the North Dorms.

TRADITIONS: A favorite Haverford student tradition is Class Nite. Each class puts together a play spoofing Haverford College, the student body, administration, and life in general. The plays usually turn out to be very funny, bitinglly witty, and quite obscene. All the plays are performed twice, on two consecutive nights. A board of faculty members is chosen by the classes to act as judges, and awards are given for the best play and best actors.

Haverford's Quaker origins are the source of another "tradition" -- the 10.00 a.m. Fifth Day Meeting at the Haverford Meeting House, just a short walk along the path over the Railroad Avenue bridge. No longer compulsory, the relatively small Thursday gathering is regularly attended by Quaker and non-Quakers alike who appreciate the hour of silent meditation the Meeting affords.

Haverford's traditional rival in athletics is Swarthmore. Every fall, Swarthmore Weekend sets the Fords against Swarthmore in all fall sports - soccer, football, and cross country. The two colleges take turns hosting the event. There are numerous social activities in the evening: the Dining Service of the host school puts on a fine spread, and there are dances; generally something is happening on both campuses. It's a fun weekend to invite a friend or a date to the campus.

living at haverford



YOUR ROOM AT HAVERFORD: For your first year at Haverford, either as a freshman or as a transfer student, you are assigned a room. Freshmen are assigned to one of the two freshman dorms, and transfers to spaces reserved for them in various dorms across campus.

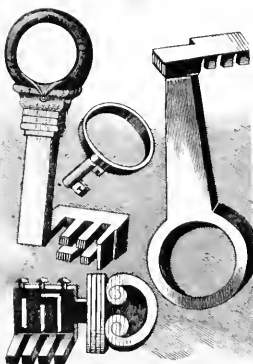
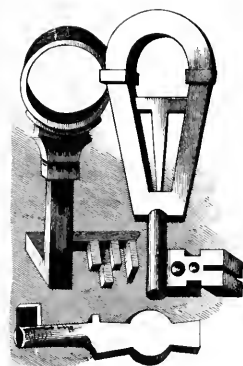
Every student chooses his room for the following year at a campus-wide drawing held in the spring shortly before exams. This is the room draw and procedures and specific rules change slightly every year, but the basic idea is a priority draw with juniors having the highest priority, then sophomores, then freshmen.

The room draw is run under the auspices of the Dean of Students' office, but there is a student room draw committee which can have a strong voice in housing decisions. All the major dorms were either constructed or renovated within the last few years.

Sometimes a space will open up during the school year, either at Haverford or at Bryn Mawr. If you are living in an overcrowded suite, or if for some other reason you really want to change rooms, you may apply to do so. Upperclass priority holds for moves into new spaces as well as for the room draw; if there is a senior who wants to change rooms, he has first choice. All during-the-year room changes have to be checked out through the Dean of Students' office. Because it takes a lot of administrative paperwork with your moving around, you will be charged \$10 for all room moves undertaken during the academic term.

KEYS: You can pick up your room key from the Buildings and Grounds office; you leave a \$2 deposit with B&G when you receive your key. This one key will open any door in your dorm that you'll need to use. If you do decide to change rooms, during the school year, be sure you switch keys at Buildings and Grounds; don't just trade keys with the former occupant. Doing that isn't going to shield you from paying the room-change fee, and will just result in more trouble and cost to you. Replacement of a lost key costs \$2, and you can also take care of this problem at Buildings and Grounds. If your key is not returned to Buildings and Grounds at the end of the year, within three days of commencement, you will be charged \$10 to replace the key.

Should you get locked out of your room, or need to get into a dormitory storage area, there are other keys available to come to your rescue. In the past, the College has used a keymaster system, students in the dorms with master keys who will open a door for you on request. This system hasn't worked too well, because the student keymasters have lives of their own and often aren't easily



found, so keymasters are being phased out; probably by the start of second semester. So when you need to get into a room, you'll have to go to the Security office, located in the basement of the Dining Center.

Security will have other keys available for your use or a guard will go with you up to the room. A reminder - we have had problems with security in dormitories in the past couple of years, so we recommend that you always lock your room (or the corridor if everyone agrees) when you leave.

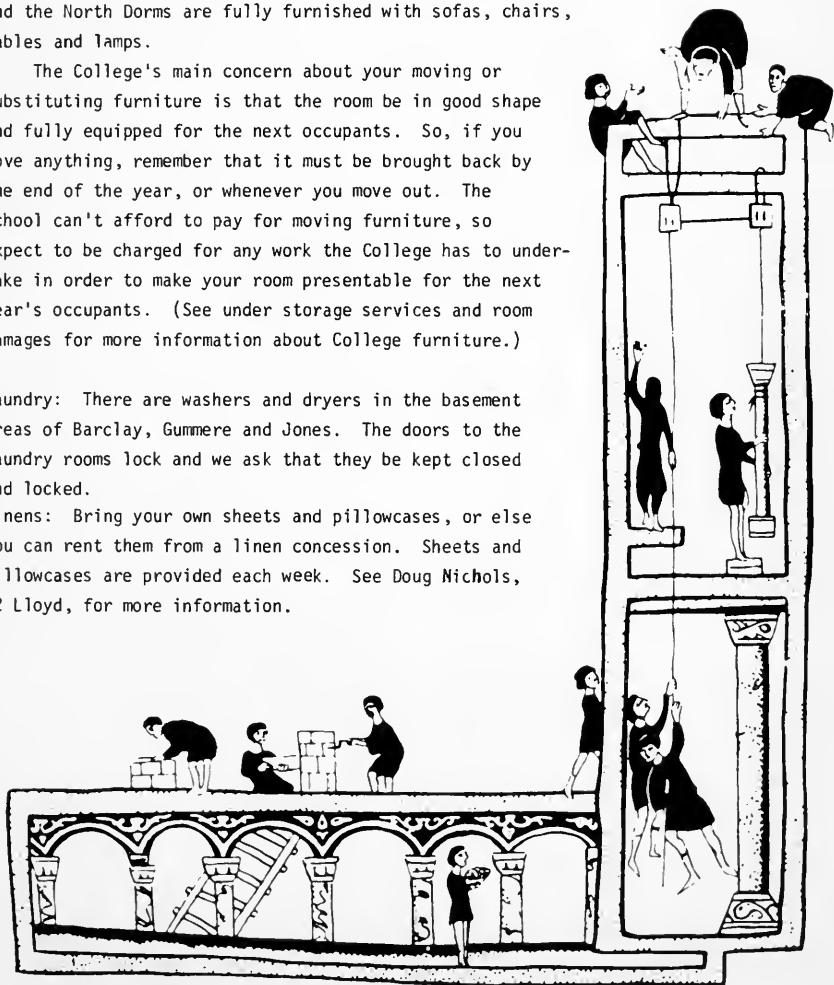
HOUSING SERVICES:

Furniture: All student bedrooms are fully furnished with a bed, desk, desk chair, and dresser-closet space. Some also have study chairs and desk lamps provided. Living rooms of suites in Leeds and Gummere are entirely unfurnished. However, living rooms in Barclay, Lloyd and the North Dorms are fully furnished with sofas, chairs, tables and lamps.

The College's main concern about your moving or substituting furniture is that the room be in good shape and fully equipped for the next occupants. So, if you move anything, remember that it must be brought back by the end of the year, or whenever you move out. The school can't afford to pay for moving furniture, so expect to be charged for any work the College has to undertake in order to make your room presentable for the next year's occupants. (See under storage services and room damages for more information about College furniture.)

Laundry: There are washers and dryers in the basement areas of Barclay, Gummere and Jones. The doors to the laundry rooms lock and we ask that they be kept closed and locked.

Linens: Bring your own sheets and pillowcases, or else you can rent them from a linen concession. Sheets and pillowcases are provided each week. See Doug Nichols, 92 Lloyd, for more information.



Pianos: There are pianos around that you can use for practicing. They are to be found in the Union building and in Founders outside of the Common Room. The College insists that you don't bring your own. They're hell to navigate up North Dorm stairwells.

Room Decoration: The College has a collection of framed prints. You can rent pictures from this collection for a semester or for the entire year, for only a nominal fee. You'll be informed by campus mail when you will be able to make selections.

Haverford's bookstore carries a good selection of posters and prints. In addition there are a number of record stores in Ardmore and Bryn Mawr that carry posters.

Refrigerators: The college does not permit full-sized refrigerators on campus. Check with the Dean of Students' office or with Buildings and Grounds as to the size and location of permissible refrigerators.

You can rent a small refrigerator for \$18 a semester. Check the Dean of Students' office for the name of the campus representative. The rental company is Planet Leasing-Servicing Co., 1530 Brunswick Avenue, P.O. Box 5339 Trenton, New Jersey, 08638 (609-587-8658).

Storage on Campus: Because many facilities are anticipating being moved in the near future, there is a shortage of student storage space on campus. Stored items can be housed in one basement room each in Lunt and Comfort, in Barclay basement, and in a large storage area in Gummere basement. Because space is so limited, we recommend that you plan to store as little as possible. The storage areas are left open at the beginning and end of the academic year. If you need to get into a storage area at other times, contact Security well in advance of when you will need to get in, and they will open the area for you.

The College accepts no responsibility for the loss or damage of any stored items, by fire, theft or other causes. Please note that in the past couple of years, many students have had valuable items stolen or damaged during vacations and over the summer. Please don't store any valuables in dorm storage areas.

A final regulation: Graduating students are not permitted to store articles on campus. Same rule applies to students who have not graduated but are leaving the college.

Telephones: "Bell Tel" will have representatives on campus during the first week of school to take orders for private phones. All rooms except those in Leeds have telephone jacks in them. For Leeds residents, this doesn't mean that you cannot have a phone, but it will

REPAIRS AND DAMAGES: If you have any trouble with faulty equipment, radiators, lights, anything, "you have a friend" at Buildings and Grounds. Report the problem as soon as possible; besides making life more comfortable for you, quick notification keeps small difficulties from becoming large ones.

When you move into your room and get your key, you will also receive a room inspection form. Use this sheet and give your room a good "once over." Housekeeping tries to get to all the recorded damages during the summer months and between occupants during the school year, but sometimes problems slip through. If you don't report existing damages to Buildings and Grounds, when room inspection time comes you could be charged for a problem that was in the room before you even arrived.

LIST OF STANDARD CHARGES WHICH MAY BE ASSESSED AGAINST
STUDENT ACCOUNTS FOR ROOM OR EQUIPMENT DAMAGE.

- This charge is made only when room is excessively dirty or filled with trash. No charge is made for the usual year-end cleaning, dusting, vacuuming, and shampooing of carpets.

- Rooms are painted routinely on a three to five year cycle, at no cost to the individual student. If the paint is marred between these times by marking pen, tape, darts, etc. there is a charge depending on the amount of work involved.

3. Remove tape stickers, wax, etc. from doors, walls and furniture: \$5.00 to 15.00 --- if repainting or refinishing is required following this removal, that is also charged as in item #2 above.
4. Repair broken window panes \$3.00 and up
If the glass was broken by students this charge is assessed, varying according to the size and type of window. If the damage was done by unknown outside vandals, and was reported to Security or to Buildings and Grounds, no charge is made.
5. Repair broken furniture: \$5.00 and up
If due to defective furniture, reported to Buildings and Grounds, there is no charge. If due to abuse or misuse, the charge varies according to cost of repairs. If necessary to replace the piece, the new furniture will be charged.
6. Replace missing College furniture: \$5.00 to 10.00
This applies to all equipment furnished by the College which was in the room at the beginning of the school year. Bedframes, chairs, desks, chest, lamps (where furnished) are charged at \$5.00 each; sofas and metal wardrobes (where furnished) at \$ 10.00 each. These charges are an attempt to cover the basic costs of locating and moving the pieces involved --- they do not represent the cost of the item, which is much higher in most cases. This is probably the most frequent and least popular "damage charge."
7. Remove excess college furniture: \$5.00 to 10.00
This applies chiefly to mattresses, chairs and bookcases "liberated" from other suites or buildings. Again, the moving charges run from \$5.00 each for most items to \$10.00 each for sofas and other large objects.
8. Remove excess or untagged student items: \$5.00 and up
Broken, worn-out, unsanitary furniture and any other student-owned or acquired items which are untagged or unsuitable for use in a dormitory are removed at a minimum rate of \$5.00 each and up, depending on the amount of work involved. Large logs, flagstones, piles of lumber etc., requiring several men to move them, would command a higher rate.
9. Carpet repairs or replacement \$50.00 to 500.00
This is the expensive item, with major repairs or replacement ranging from \$150.00 in a small bedroom

to over \$400.00 for the living room of a 4-man suite. Pet owners are among those most frequently charged, followed by gourmet cooks, plant lovers, and fledgling construction personnel. Costs charged are actually repair costs pro-rated according to the age and previous condition of carpeting.

10. Non-return of key: \$10.00

If you fail to return your dorm room key to the Buildings and Grounds office within 3 days after Commencement, you will be fined \$10.00 and forfeit your original \$2.00 deposit.



Here are a number of additional hints and College regulations that might help you keep down your end-of-the-year room damage bill:

Antennas - The College does not allow the installation of wire antennas or connections between rooms and outdoors.

Construction - If you do want to build a piece of furniture or the like for your room, make sure you build it carefully, and take adequate precautions against damage to carpet and walls. Platforms or scaffolding must be dismantled and removed from campus at the end of the school year. "Any damage to room or furnishings



resulting from such unauthorized construction will be billed to the last registered occupant of the room."

(see repairs and damages section)

Room decorations - Thumbtacks, nails, glue and even tape can cause damage to plaster and Barclay wall coverings, and to furniture. All the dorms now have picture molding, and the bookstore carries a supply of hangers and wire for use with the molding.

Water beds - Sorry, they caused too many problems when they were allowed, so you'll have to leave yours at home.

Damage charges are generally assessed to the individual or group of students who occupied the damaged room. If the damage was caused by a friend or neighbor, and he wants to stay your friend or neighbor, he or you should notify Buildings and Grounds of the name of the person responsible for that damage, and then he will be billed. All damages not allocated to a particular individual or group are apportioned among all members of the student body.

There's no deep, dark secrecy about damage charges. If you want to see why you were charged, and for what, or plead your innocence against unfair totalitarian charging practices, drop down and see someone in the Buildings and Grounds office. Mrs. Curran or Mrs. Flagiello should be able to answer all your questions, but if on any particular case you still feel a given charge was unfair, a meeting can be arranged with you, a member of Students' Council, and Mr. Bogart, the Superintendent of Buildings and Grounds.

COLLEGE EMPLOYEES CAN ENTER A STUDENT'S ROOM during working hours to perform necessary maintenance. They always try to contact the student involved and give warning notice in advance of coming to his room. If they see any article prohibited by College regulations in his room, they have the authority to confiscate it, but they are not allowed to rummage around or go into any cabinet or drawer. If something is confiscated, you will be notified by campus mail and you then have 48 hours from the time of notification in which to appeal the confiscation. Confiscated items are held in the Security Office.

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5 The only time anyone on campus has the right to search through your personal belongings is if the investigation is conducted by or in the presence of a student authorized by the Students' Council. During such a search, the authorized student and a member of the College administration must be present at all times.

PETS ON CAMPUS: A student organization, POOH (Pet Owners' Organization of Haverford) is responsible for the conduct of pets on campus. You are allowed a pet on campus, subject to the rules of POOH. You might keep in mind that pets have caused a lot of problems on campus, to other students as well as to the College. And for all you environmentalists and nature lovers, the large population of dogs and cats is directly linked to the scarcity of wildlife on campus.

Here is a brief digest of POOH regulations:

- 1.) All pet owners are required to register their pets with POOH and show proof of rabies and/or distemper inoculation within the last year.
- 2.) All pet owners must pay a \$5 registration for their first pet and \$3 per additional pet to cover operational costs of POOH, including registration tags. They are to be worn by the pet at all times on his collar in addition to a small bell intended to warn wildlife. This fee also covers the cost of room inspections by POOH representatives and the housekeeping staff at the end of each semester.
- 3.) All pet owners must agree to abide by the decisions of a POOH jury or its central committee in the event that the pet becomes a campus nuisance. Should any pet owner refuse to honor this pledge, the rules of the Honor



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Code regarding confrontation will apply.

4.) Arrangements for boarding pets must be made for vacation periods; cat boxes must be kept clean and sanitary; all diseased animals must be treated soon after becoming infected (a list of local veterinarians can be obtained from POOH).

5.) All dogs must be accompanied by their owners when outside. Pet owners must realize that any member of the community bothered by pets running loose is entitled to call the pound; these individuals, however, are requested to notify POOH after taking such an action so that the pet's owner can be told of his whereabouts.

6.) Every POOH member will spend a certain period of time acting as POOH proctor for the dormitory in which he resides. The POOH proctor will be responsible for rectifying all pet-related problems in the dorm.

CARS AND BIKES: Any student is permitted to have a car on campus except resident first semester freshmen, and students receiving financial aid. With the budget squeeze as it is, if a guy can pay for a car, he can pay for his schooling. There are special exceptions to that rule: if you need a car for employment or some other legit reason, see Mr. Ambler about it.

If you want to have a car or motorcycle on campus, you must register the vehicle with the College. Security handles registration, and you must register within a week of the opening of the academic year, or, if you bring the car up later, within one day of its arrival. Registration fee for cars is \$30 per year, and for motorcycles is \$20. If you want to register more than one vehicle with the College, it costs you \$15 for each additional car, and \$10 for each additional cycle. No charge if you switch cars during the year, but let Security know about it, so there are no misidentification problems.

If you're just going to have a car for the weekend, you can secure a temporary registration permit at Security. No charge.

There are parking areas in the Field House lot, along Carter Road, Walton Road and Hall Drive. If in doubt about which parking spaces are legitimate for use, there are signs up along these areas.

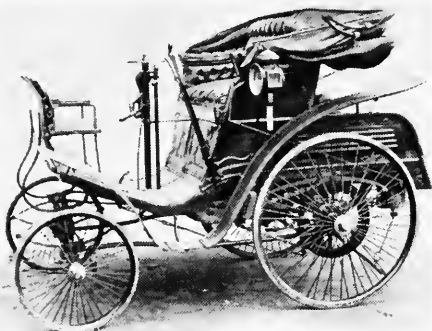
A quick warning. The College Security does issue fines for violations, and has been known to tow cars for parking violations.

Copies of additional rules for car owners are available from the Security office.

kean archives



kean archives



services

There are a number of additional services that the College offers to students, which might come in handy during your stay at Haverford.

PERSONAL COUNSELING SERVICES

The Counseling Office

Location: 3rd floor Founders

Phone: 649-9600 ext. 365, 366
649-9307 NIGHT LINE

Staff: Jane Widseth, Director
James Drebelbis, Counselor
Alice Frohwein, Secretary-Receptionist

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9 The Counseling Office provides a number of different services, which you are encouraged to utilize as the need arises.

Personal counseling appointments can be made through the secretary - Founders #319. A lot of conflicts come up during the year: academic difficulties, roommate conflicts, sexual problems, loneliness, and it can often



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help to talk about a problem with a trained counselor who is experienced in working with that type of problem. Personal insights and encouragement gained from such sessions can be very helpful, very rewarding.

Sometimes, this verbalizing can reveal a deeper problem, a more painful hurt than you had expected. It is then possible to work more intensively with a counselor in a series of weekly meetings.

It is impossible at times, because of limitations on the time and resources of the staff, for a counselor to meet often with a student who would benefit most from one or more sessions per week. In this case, the Counseling Service can refer you to a private therapist, or to a clinic where reduced fees are available.

ALL INFORMATION DIVULGED TO A COUNSELOR IS HELD IN THE STRICTEST PROFESSIONAL CONFIDENCE. Bryn Mawr students are reminded that the Counseling Office is also available for their use, although they are encouraged to use the counseling services available at Bryn Mawr.

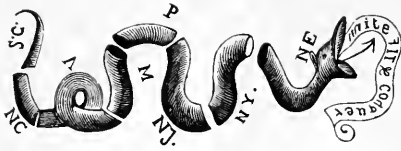
In addition to the main counseling function, the Counseling Office provides other services. Interpretation of the psychological tests taken during the Customs week is available from the counselors on request. The beginnings



of a library on sexual matters, drugs, women's liberation, encounter groups, and various other psychological topics is available in the office. Counselors are also helpful as academic resources, and upon occasion have conducted joint studies with students on sexual attitudes and behavior, drugs, group processes and general emotional development.

Interact is an encounter group program in which a group of 7-8 Haverford/Bryn Mawr students and one or two leaders meet in weekly sessions. The focus is on interpersonal communication. There is no fee for participation. More information is available at the Counseling Office.

Counseling appointments can be made through the secretary, or by calling 649-9600 ext 365. Tuesday and Thursday mornings are kept free for non-scheduled meetings, so you can just walk in and take your chances. Emergency appointments at any hour can be made through the night line or by phoning the counselor at home.



JOIN or DIE

DRAFT COUNSELING First, a reminder that students are required by law to register for Selective Service within 30 days after their 18th birthday. While on campus, you can register with the nearest local board in Bryn Mawr, Bryn Mawr avenue just south of Lancaster Ave. phone 525-1530.

If you want to talk with someone about the draft, need information or advice, see Deans Kannerstein, Melton, or Potter. Considering conscientious objection? Talk to Mr. Charles Perry, Development Office, or Professor John Cary. There are a number of other members of faculty, administration and student body who are schooled in different facets of the draft and military service. You'll begin to recognize who these people are as the year goes on, and there may be a better listing of people able to counsel in matters of the draft available to you later in the year.

In addition, there are a number of draft counseling services in Philadelphia.

You can contact Draft Information Center
 153 N 16th St
 563-4431

GRADUATE SCHOOL INFORMATION AND COUNSELING The Recorder's Office keeps a library of catalogs from most colleges and universities in the United States. You're welcome to come in and browse, but please leave the booklets in the office. Along the walls of the stairway leading up to second floor Founders, you will find announcements of special summer and graduate programs of study. Information about open fellowship possibilities are also posted here.

Pre-professional advisors are available for consultation on campus. Talking to them will add to information you can get from the chairman and other faculty members in your department. The list that follows

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gives you some major professional areas of study and the members of the College community who can offer information and assistance on that topic.

Education Messrs. Urquhart, Kannerstein and
Melton

Business Administration Mr. Hunter

International Affairs Mr. Hansen

Law Mr. Mortimer

Medicine Dr Wheeler - Dr Wheeler comes on campus as a counselor several times a week. Her office is on 3rd floor Founders, and appointments can be made through the Counseling Office.

Theology Mr. Luman

Information about required tests, like law and med boards can also be obtained from Marty Dickson in the Career Counseling and Placement Center.

INFIRMARY/HEALTH SERVICES: Students may call at the dispensary or for emergency service in the Morris Infirmary at any time. Students seeking routine appointments, such as allergy inoculations, are asked to schedule appointments during normal working hours. Students who wish to go to

the Infirmary after 10 p.m. should call the night and weekend emergency number, 642-3133 first.

The College physician is available at the Infirmary from 2-4 Monday through Friday and will be called by the nurse on duty if needed at other times. Visiting hours for patients in the Infirmary end at 9 p.m. The Infirmary is closed during vacations.

FINANCIAL AID: All financial aid for the current year has been awarded. Students should pick up applications for renewal of financial aid for 1973-74 early in the second semester. Students expecting to receive aid for the first time in 1973-74 should see the Director of Financial Aid, William Shafer, in the Admissions Office, early in the second semester. The deadline for all financial aid applications for 1973-74 is April 15, 1973.

CAMPUS EMPLOYMENT: All but a few campus jobs are reserved at the beginning of each semester for students with established need for funds to help offset the education costs of the College. Students wishing to take a job on campus, first file an application with Director of Financial Aid, William Shafer. In addition to jobs on campus, there are regular opportunities for part-time and occasionally steady work off campus. All such jobs are listed with the Dean of Students' Office or the Career Counseling and Placement Center.

SUMMER EMPLOYMENT: The Career Counseling and Placement Center maintains a file of summer jobs, though the Center's main function is not to find summer employment for students. The Dean of Students' Office also may have some job suggestions.

SCHOLARSHIP INFORMATION: See the following people on campus for informaton regarding these available scholarships:

Baker Trust Program	G. Kannerstein
T. Wistar Brown	G. Spiegler
Danforth Fellowships	J. Thompson
Fulbright Fellowships	S. Waldman
Rhodes Scholarships	"
W. Wilson Fellowships	J. Spielman
Scott Paper Award	G. Kannerstein

CAREER COUNSELING AND PLACEMENT CENTER: Founders 3rd floor
Ext 222

The Career Counseling and Placement Center is new this year, and plans to work extensively in two main areas:

1. Career Counseling - - - The Center will have information and contacts to assist students in finding a career.

2. Academic Extension Program - - - The Center will be attempting to place more students in career field positions, so they can be exposed to various career opportunities. The aim is to enable students, after 4 years at Haverford, to leave with a clearer understanding of what they want to do after graduation.

The placement services will be focused primarily on field positions during the academic year, but some summer placement assistance will be available.

Summer Jobs: The Center will keep a file of summer jobs, and will do some limited summer placement work. In addition, the Dean of Students' Office maintains a file of summer job possibilities.

VOTER REGISTRATION: The new Pennsylvania voter registration law requires that a potential voter reside in his or her voting district for 30 days prior to the election and that registration be allowed up to 30 days before the election. This residency requirement holds for all elections, local, state, and federal. Students may declare their college dormitories as their legal residence for voting purposes.

Under the new law, you can register to vote in Haverford Township, if you so desire, regardless of your previous residence. Registration will open until Oct. 10, 1972 at the Delaware County Court House in Media. Hours for registration are 9:00 a.m. to 4:30 p.m.

You can also register at schools on designated days. Rides to the schools will be available for any students wishing to register. For those students with cars, directions to the voter registration locations will be posted on campus. Dates for registration at local schools are:

Sept. 6 Marple Grade School (Malin Rd. & W.Chester Pk.
Sept. 12 Rosemont School (Conestoga Rd., Radnor)

Registration at the schools is open from 2 p.m. to 9 p.m.

other regulations

FIRE: Tampering with fire alarms, fire fighting equipment, and blocking fire doors are serious offenses. Haverford isn't immune from the hazard of fires; last spring's Barclay fire is proof enough of that. And if you know of

a fire extinguisher that has been emptied, please report it to Security so it can be refilled. But if the extinguisher was not emptied to fight a fire, the person who emptied it should expect to foot the bill for refilling.

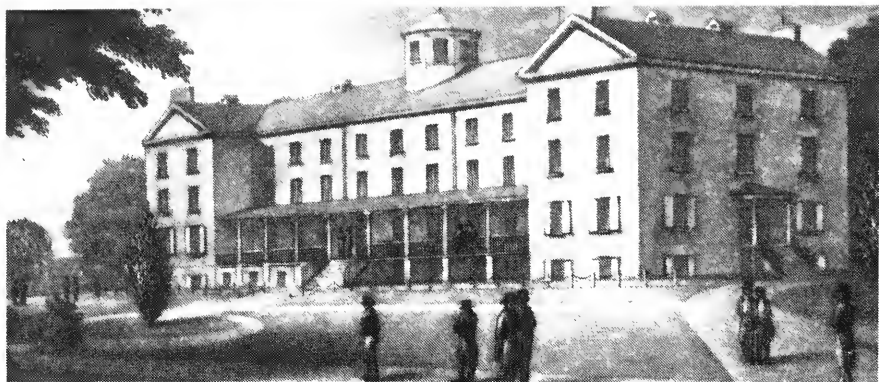
WEAPONS: Firearms and other dangerous weapons are not permitted on campus.

USE OF THE COLLEGE'S NAME: No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval by the College through the Dean of Students.

CHANGE OF HOME ADDRESS: Please keep the College informed of all changes in home address by reporting them to the Recorder's Office.

RECEIPTS & SHIPMENTS: All packages, suitcases, trunks, etc., (except mail and parcel post) will be delivered to Central Receiving Center (Barn: hours 8:30 - 4p.m. daily except Saturday and Sunday) and picked up from there. All material to be shipped must be delivered to Central Receiving Center (Barn), C.O.D., shipments can be made only via REA Express.





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college policies

A STATEMENT OF PRINCIPLE ABOUT CERTAIN RIGHTS AND OBLIGATIONS. Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on an subject. To be complete, this freedom to learn must include the right of inquiry both in and out of the classroom and must be free from any arbitrary rules or actions that would deny students the freedom to make their own choice regarding controversial issues.

Further, the College endeavors to develop in its students the realization that as members of a free society they have not only the right but also the obligation to inform themselves about various problems and issues, and that they are free to formulate and express their positions on these issues.

Finally, the College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry, and advocacy. Students, therefore, have the right to found new organizations, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals.

Student actions such as those here involved do not imply approval, disapproval or sponsorship by the College or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society.

Approved by the Board of Directors - 4-30-'64

SECURITY CHECKS: Members of the faculty are often asked by government agencies for information about students or former students. A special committee studied the matter and submitted a report to the faculty meeting of May 19, 1955, which they accepted. Excerpts from the report are included below. A copy of the full report is included in the "Information for Members of the Faculty" (on reserve in the library). Additional copies can be obtained from the Dean of Students' Office.

One of the aims of education at college is to question and shake opinions and beliefs previously arrived at largely from knowledge and experience of others and to form opinions which have been tested by the individual himself..... (The student) is encouraged to try out ideas in experience. Many students go through a series of divergent yet passionately held philosophical convictions

while at college. They may defend each strongly, this being one way of testing it. The espousal by some students in discussions or papers of ideas considered subversive outside the campus must therefore be recognized as normal activities in a college.

It follows from what has been said that there must exist a special relationship of trust among students and faculty in their professional association. Members of the college community should feel confident that expressions of their ideas will be regarded as strictly professional matter. We believe that this relationship of trust is indispensable to a college community if it is to serve its proper function in society. We believe further that if there is doubt expressed about the loyalty of one member of the college community by another, or about his safety as a security risk because of his thoughts, opinions, or beliefs, as distinct from his character or stability of personality, a full statement of the charge should be given in writing to the investigating authorities, a copy of which should go to the person being charged with disloyalty or potential subversion.

Approved by the Faculty - 5-19-'55

RELATIONSHIP WITH GOVERNMENTAL INVESTIGATIVE BODIES: From time to time, the F.B.I. conducts a security investigation as a step in the employment of a student, alumnus, or faculty member in government work. Our policy is to cooperate fully* in such an investigation. The F.B.I. agent routinely tells our security office that he will be on campus for this purpose. While I obviously do not know what each interviewee tells the agent, my hope is that whatever is told is something that the interviewee is also prepared to say directly to the student, alumnus, or faculty member being investigated. This type of investigation should be an open matter.

(*It is assumed that the person under investigation knows and approves of the check before the College's "full cooperation" is granted.)

But we will not condone or participate in an undercover investigation of a College community member, except where the President or his deputy is shown reasonable grounds for linking that member with a specific crime and where no alternative way exists of gathering the necessary facts about the crime. In particular, we will not be involved in any undercover searching into the thoughts of a professor, student or staff member.

To make this college policy effective, it is imperative that there be a check with the President's Office before any positive action is taken on a request for confidential information about a person at Haverford. ANYONE ON CAMPUS WHO IS ASKED, IN HIS ROLE AS A MEMBER OF THE COLLEGE COMMUNITY, FOR INFORMATION TO BE PROVIDED ON A COVERT BASIS CONCERNING ANOTHER MEMBER OF THE COMMUNITY, SHOULD IMMEDIATELY REPORT THAT REQUEST TO THE PRESIDENT. Any failure to do so will be considered a violation of College policy.



Llyn mawr



FORMERLY KNOWN AS HUMPHREYSVILLE

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Living at Bryn Mawr is dorm, rather than campus, oriented. The dorms are built with numerous single rooms opening out onto a central corridor, although there are a few suites available. The room arrangement makes meeting people easy, and people tend to pal with their dorm neighbors.

Dining is regional which means that you eat at either Denbigh, Rhoads, Haffner or Erdman. If you sleep past breakfast, you can eat continental breakfast in your dorm until around 10; after that there is coffee hour in the Main Reading room of the Thomas Library.....any later, and it's time for lunch.

The coed dorms on campus have an equal number of Bryn Mawr and Haverford students, with coed floors and bathrooms. Generally these dorms are the most open on both campuses, and perhaps the most oriented toward social activities. There's always something going on on the weekends in at least one of the dorms.

YOUR ROOM AT BRYN MAWR: Your first year you will be assigned a room on campus. The four undergraduate classes are scattered throughout the Bryn Mawr dorms, and each year the Residence Committee attempts to get a reasonable proportion of the classes in each dorm. This makes meeting people in other classes easier.

Bryn Mawr's dorm retention system allows you to retain the dorm and/or room that you had the previous year. There is no dorm and room retention in the three coed dorms on campus (Rhoads, Merion and Radnor) which has led to some conflicts in the past. The retention system may be replaced this year-----submit your ideas to the Residence Committee.

FURNITURE: Rooms are furnished although living room suites are not. Each room is provided with a bed, desk, bureau, and bookcase, but students must supply their own lamps and pillows. (Many of the dorms have no ceiling lights, so lamps are especially important.) You are responsible for making sure that the furniture that was in your room in September is there again in May.

KEYS: You will be issued two room keys from the Superintendent's office (Pagoda)---one for the room door and one for the closet. You have to make a \$5 deposit for each of them.

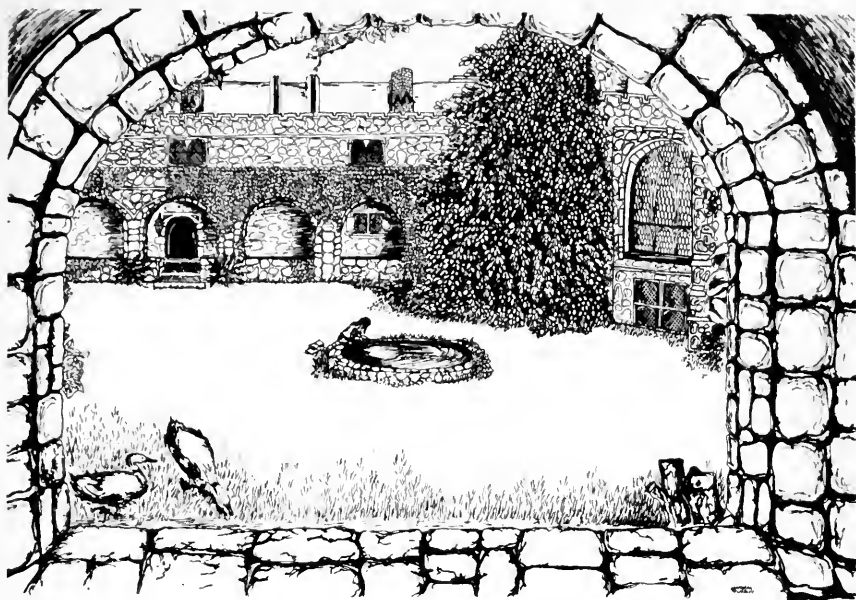
Keys to the front doors of the dorms may be obtained from the Superintendent's office for an additional \$5 deposit. In emergencies the wardens have master keys to all rooms in the dorms.

You can return your keys at the end of the year to the Superintendent's office and get a refund on your deposits.

REFRIGERATORS AND HOT PLATES: Private refrigerators are prohibited because the wiring is ancient, but there are "tea pantries" in each dorm, usually one on each floor. There you'll find hot plates, sinks, ironing boards and useful necessities.

LAUNDRY EQUIPMENT: Washing machines and dryers are in each dorm basement for those who like clean clothes.

TELEPHONES: Each dorm has a switchboard which takes incoming calls for everyone in the dorm, and most dorms have "free phones" which make it possible to make local calls free and long distance calls at dial rates on a pay-when-the-bill-comes basis. You may have a private phone installed in your room in all dorms except Rhoads.



ROOM DECORATION: Take care when you're decorating. You can hang your pictures from the picture moldings in each room, but Scotch tape should not be used to hang posters, etc. from the walls. If there's excessive damage to the paint in your room, you will be charged for the cost of making the necessary repairs.

MAID AND LINEN SERVICE: Students are asked to cooperate in keeping their own rooms clean. Dorm halls and bathrooms are maintained by the hall staff. Sheets, towels, pillowcases and blankets can be obtained from a linen-supply company which delivers to each dorm, in package deals which start at \$35 per year.

FIRE RULES: Smoking is prohibited in the bedrooms of all dorms except Rhoads, Erdman and Haffner, and the dining room of Denbigh. Also, hot plates, irons, and electric blankets are not allowed in student rooms. Your dorm has a fire marshall who is responsible for conducting fire drills on a regular basis and seeing that the fire rules are enforced.

STUDENT CARS AND PARKING: Car regulations this year read like a colloquial version of Catch-22. In this case Bryn Mawr will permit students to bring cars to the campus, but will almost guarantee that there will be no parking facilities for the vehicles.

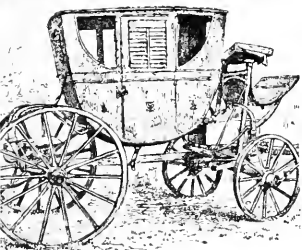
The reason for the paradox is that Bryn Mawr is faced with a serious parking shortage, even with the addition of new parking spaces off Morris Avenue. Unless you are a Non-resident undergraduate, head of a major organization, a Senior working on a special project involving car transport or a student with a severe health problem, you won't be issued a parking sticker allowing you to park on the Bryn Mawr campus. You can, however, find street parking around campus.

Those lucky enough to secure a permit should paste it on the rear bumper of their car, and park in either the Erdman or Morris Avenue lots between 8:30 a.m. and 6 p.m.

Registration: The car you park (either on or off campus) must first be registered with Jo-Anne Thomas in the Dean's Office, Taylor Hall. A liability policy with a minimum of \$100,000/\$300,000 is required.



Exchange Student Parking Information: Bryn Mawr students living at Haverford must register their cars at Bryn Mawr. This means that you won't be able to park on the Haverford campus (Haverford's tight for parking too).



Haverford students living at Bryn Mawr will have to register their vehicles at Haverford and may not park on the Bryn Mawr campus.

Towing: It's not advisable to try to park on campus without a sticker. You're issued a warning, and then your car is towed away at your expense.



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PETS: The College does not encourage the keeping of pets, but you can bring them (no dogs: only caged animals or cats) with the following restrictions:

1. All students must register cats with the Residence Committee within one week after getting the pet. The Residence Committee will act as a clearing house for pet information. All cat owners must pay an initial \$5 fee for their first pet and an additional \$3 charge to cover the cost of handling the pet registration. Cat owners are reminded that rabies and distemper shots should be had by their cats within the last year, and annually thereafter.

2. All students who have pets on campus agree to pay for all damages to College and private property caused by their pets. Specifically this includes:

- a) Damage to rugs and mattresses
- b) Room fumigation
- c) Reupholstering furniture

If damage cannot be attributed to a certain cat, all cat owners in that dorm will be assessed for damages.

3. All unattended animals must stay in their owner's rooms at all times; this means no pets running free on the grounds. Pets must be attended by owners when outside.

4. Each pet-owning student recognizes that they may be giving up maid service by owning a pet. Maids may refuse to clean up any room in which a pet is kept.

5. All animal excretion must be disposed of in such a manner as to offend none of the pet owners' neighbors, nor hall staff. This means odorless containers for excrement, disposed of in hall garbage bins.

6. All cats not registered with the Residence Committee or found unattended will be fined \$5. After two offenses the cat will either be sent home or given to the SPCA.

7. If any cat is unattended over vacation periods, the cat will be given to the SPCA. His owner will be fined \$25 and not allowed to register pets again.

8. If a pet is a cause of complaint to neighbors, the owners may be asked to dispose of the pet in some manner. A pet kept in the manner described above should offend no one, so that this problem should not arise.

Changes in the pet policy, or complaints about its enforcement should be referred to the Residence Committee.





SERVICE: Students who wish work done in their rooms such as upholstery or carpentry work may not employ members of the College staff. They must consult the Hall Manager who will help make arrangements.

PIANOS: Students may not have pianos in their rooms (the floors aren't built for them), but there are practice pianos in every dorm and practice rooms are available in Goodhart Hall.

RESPONSIBILITY: The College is not responsible for the property of students during the academic year or during the vacations or for any loss due to fire, theft or any other cause. In many cases, policies held by students' families can be adjusted to include any protection needed. Students must keep their money under lock and key.

Students who have graduated from the College, or who leave the College for any reason, must remove their trunks, boxes, furniture, etc. within one month after leaving except such articles as are to be sold by the Freshman Furniture Sale.

USE OF STUDENTS' ROOMS BY THE COLLEGE: Unless students request that their rooms shall not be used during their absence from college, the Warden may, at her discretion, assign them to guests.

After Commencement each year, student rooms are assigned to alumnae returning to the College for reunions. No students may remain in College after Commencement Day, and all students are urged to leave within 24 hours after their last final examination to permit the employees to ready the halls for returning alumnae.

services

COUNSELING SERVICES: The Counseling Services are available to all students --- graduate and undergraduate, resident and non-resident --- eligible for care by the Health Services. A registered nurse is always on duty at the Infirmary, and counselors, psychiatrists, and doctors are on 24 hour emergency call. To make routine appointments, call between 9 a.m. and 4 p.m. on weekdays, and 9 a.m. and noon on Saturdays.

Personal counseling is offered at the Counseling Unit at the Infirmary by Miss Joyce Beckett, Master of Social Work, Monday, Wednesday and Friday mornings and at West House by Mrs. Elsie Waelder, Master of Social Work, Mondays through Thursdays.

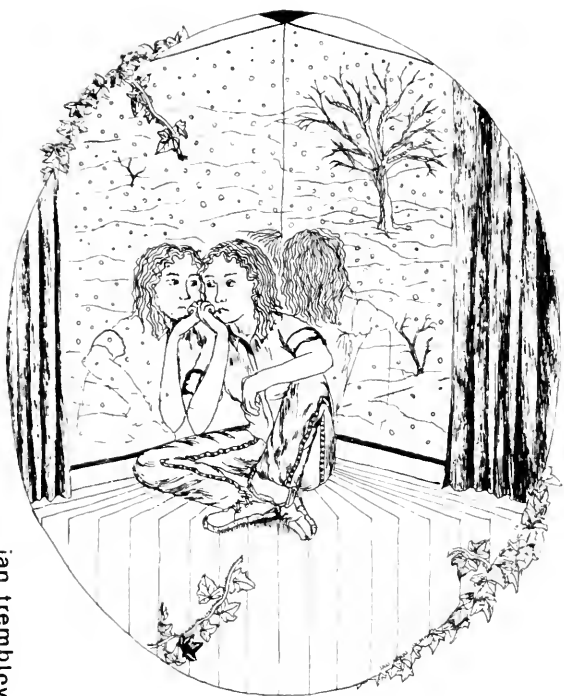
Study counseling is offered at West House by Miss Eleanor Beatty, psychologist, to help students improve their study skills, develop reading methods, and improve their reading techniques (speed and comprehension). The approach is individual, according to the student's need.

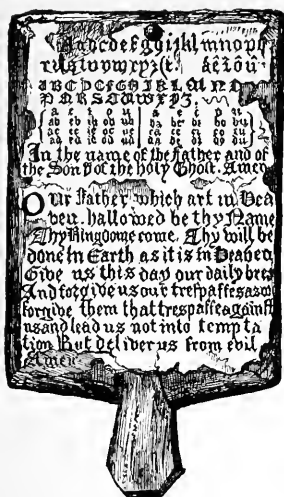
Psychiatrist's Hours: John H.F. Howkins, M.S. : Tuesday and Thursday afternoons. Howard B. Smith, M.D. : Monday and Friday afternoons. Margaret Temles, M.D. : Wednesday and Thursday mornings.

The College's psychiatrists emphasize care for acute problems, diagnosis, and recommendations for further treatment, not long-term therapy. After the first four interviews, a charge of \$4 is made for each additional interview.

Confidentiality is guaranteed. All psychiatric and counseling records are kept securely apart from students' other records, including their medical records.

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THE INFIRMARY

525-0301 OR 525-1000 EXT. 373

The Infirmary will help you with any problem you bring to them, within the limits of their competence and size. They will make referrals for more specialized care when necessary.

In addition to general health services, care is available for problems or drug abuse and use, contraception, venereal disease, diagnosis and treatment of pregnancy, and abortion referral.

The Infirmary is open 24 hours a day when the College is in session. A registered nurse is always on duty and a physician is always on call and available when needed.

MEDICAL STAFF HOURS: Monday through Friday, 8:30 a.m. to 4 p.m. Closed for lunch: 1 p.m. - 2 p.m. Open 8:30 a.m. to noon Saturdays. Closed Sundays. Dr. Woodruff: Monday, Tuesday, Thursday, Friday 10 a.m. to noon. Dr. Murphy: Tuesday evening, 7:30 p.m. to 9:30 p.m. Dr. Mockaitis: Wednesday evening, 7:30 p.m. to 9:30 p.m.

DISPENSARY SERVICES FROM THE NURSE: Come in for routine care of minor illnesses, referrals, allergy shots, first aid, immunizations as needed for travel or flu, evaluation, and routine laboratory work. The nurse (Mrs. Brotherston) has standing orders from Dr. Woodruff to cover the majority of medical problems that students bring to the Infirmary, to use medication appropriately, and to deal with emergencies. Mrs. Brotherston generally refers to Dr. Woodruff anyone whose disease or infection is advanced, who asks to see the doctor, or is running a temperature of 102°. Dr. Woodruff always deals with gynecological problems but if a student has a prescription for birth control devices, the nurse will fill it.

IN-PATIENT SERVICES: The Infirmary has 15 beds for students who are sick, tired, unable to sleep or work, in need of escape. There are four R.N.'s, a TV, meals, and a place to type. Haverford men may avail themselves of this service, as well as the Dispensary services. A student is allowed 7 days in the Infirmary free of charge; if she is in at night, she is charged for a whole day since her bed cannot be given to another student. She may admit herself but cannot be discharged without Dr. Woodruff's approval.

INFIRMARY COSTS: There are fees for most drugs, routine lab work, additional in-patient care beyond seven days, and psychiatric consultation beyond the fourth visit. Non-resident students who have paid a \$25 fee are entitled to full out-patient services but no in-patient care. Mrs. Brotherston will help students fill out insurance claims



jan trembley

on the Student Health Care Plan.

CAREER COUNSELING AND PLACEMENT: The Career Counseling and Placement office helps students to find on-campus jobs by providing a central liason between potential employers and applicants. It supervises the search for off-campus employment during the school year, such as babysitting, in the same way. In addition, the office supervises the student payroll.

The office also helps students to find summer jobs. A survey of all previous summer jobs and earnings is available through the office to give students ideas about where to look for summer jobs, and contact is maintained with employers. Mrs. Russel is in charge of helping students find summer and term-time employment. Mrs. Offord in the Alumnae Office began last year to participate in the search for both summer internships in business, journalism, government, and the like, and in helping to find permanent employment.

Miss Brien conducts private sessions with graduating seniors and a small number of grad students and alumnae help them formulate their career plans and follow through to obtain a job. She also provides information on the current job market, and advises on how to apply for positions, write resumes, and so forth.

Off-campus recruiters who wish to visit the College work through the Office of Career Planning and Placement.

An extensive career library, including catalogues, files on employers, and employment directories, is kept in the career planning office for the use of the entire community.

WARDENS: It used to be enough to say that the Warden was an official of the College, a member of the Dean's staff, and as such is a representative of the Dean's Office in the halls. Now their roles, like everything else, are changing.

They are responsible for the general health and well-being of the students in the halls, but it is pretty much up to them to define the ways they will deal with that responsibility.

other regulations

VACATION RESIDENCE: You may occupy your own room free of charge during fall break and Thanksgiving vacation, but the College is closed over Christmas vacation. One hall will be open for students during Spring break, at a cost of \$5 per night, which includes meals.

WATER BEDS: No water beds are allowed in College-owned buildings.



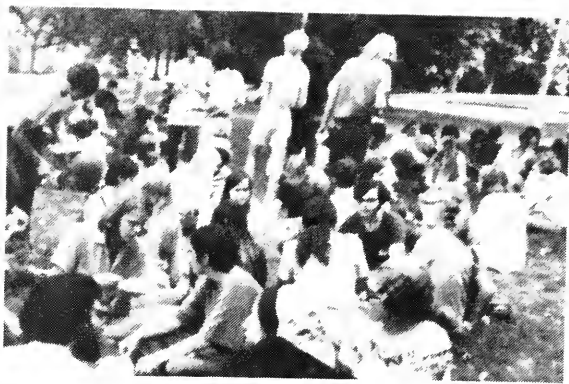
Athene mane
(morning owl)



jan trembley

Athene noctua
(night owl)

Athene meridianua
(afternoon owl)



jan trembley



PARADE NIGHT: Parade Night takes place on the evening of the first day of classes. The Freshmen line up at Pembroke Arch and parade singing between two rows of capped, gowned and lantern-swinging Juniors and Seniors to the back of the Thomas Library. During the march, the Freshmen sing their Parade Night song, usually a parody of a popular song, which has (they hope) been kept secret from the Sophomores. If the Sophs can learn the song before Parade Night, they sing their own parody. The proceedings end with a Step Sing --- all classes gather together and Seniors call on each class in turn to sing the songs which they have chosen as their class songs.

FRESHMAN HALL PLAYS: Early in the autumn, the Freshmen in each hall present a one-act play, usually original, in a competition given and judged in the Skinner Workshop. It's a tradition roughly equivalent to Class Night at Haverford.

LANTERN NIGHT: Freshmen (and often some Haverford exchangees in their first year on the Bryn Mawr campus) file silently at sunset into the cloisters in the Thomas Library, the second Friday night in October. Wearing their caps and gowns they stand at one end of the central square while Sophomores slowly advance from both sides of the Cloisters carrying lanterns for the Freshmen and singing their Greek hymn, "Pallas Athena." Each of the Freshmen receives a lighted lantern and the class files out of the Cloister to either side singing its own hymn, "Sophias." The classes gather on Taylor steps for a Step Sing.

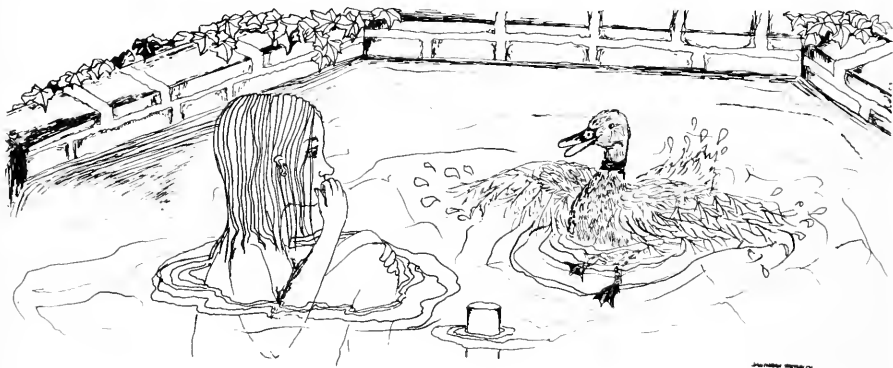
It's a really magnificent event, especially if you have a taste for ancient and mystical religious ceremonies. The prices for spectator admission have tended to be a bit steep for poverty-stricken student budgets in past years (they say it's for a good cause), but sometimes anyone who is willing to learn the songs can get in

as a participant because there's always room for a few extra voices. The inside of the Thomas Library and the Cloisters by swinging lamplight on an October evening is something that everyone should see at least once during their time here.

JUNIOR AND FRESHMEN SHOWS: Each year, members of the Junior and Freshman classes (at Bryn Mawr and at Haverford) get together with their classmates to write and stage an original play. They usually try a little harder than the Freshman Hall Plays to produce real dramatic productions rather than skits parodying campus life. They're usually enjoyable, and often surprisingly good. Junior show takes place in the fall, while Freshman show doesn't happen until Hell Week, in February. Again, expect to pay, but keep in mind that your dollars have made it possible for others to spend weeks away from real academic work while in the service of a good cause.

SENIOR TREE PLANTING: Some evening in the Spring, the Seniors secretly plant a tree on campus and place pennies at the base for good luck. Attendance is usually limited to Seniors unless you can find out when and where, usually a closely guarded secret.

MAY DAY: On May 1, or thereabout, Bryn Mawr stops everything to spend a day back in the Middle Ages. (If you think there's a lot of the Medieval around during the rest of the year, don't miss this one!) The day starts at 5:45, and is highlighted by a strawberries and cream breakfast that the members of each class eat together, and may pole dancing on Merion Green. Also, the Seniors have a hoop-rolling race



down Senior row, and the winner is supposed to be the first to be married. (It seems as though a lot of the racers have been going intentionally slow during recent years).

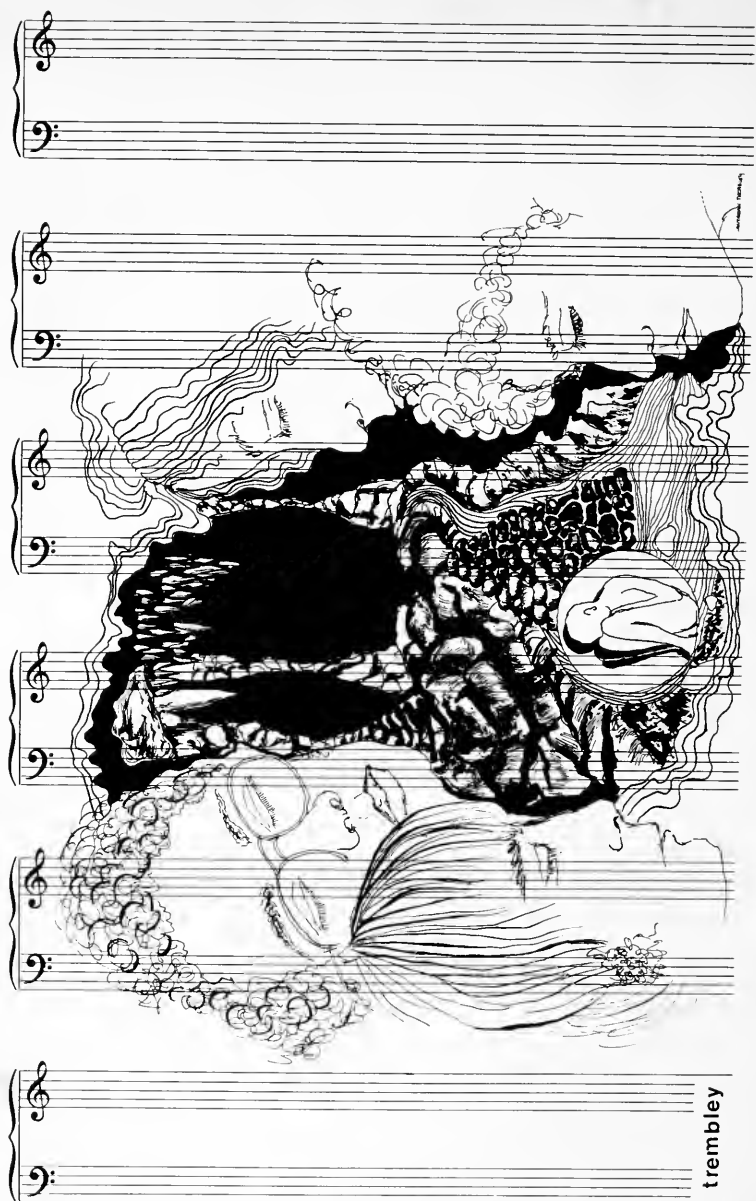
Tradition dictates that everyone come dressed in a white dress with a blazar or sash of the class color, but Haverford men have tended to improvise and come in their cricket clothes.

KATY HEPBURN-SKINNY DIPPING TRADITION: Before each Senior starts her comps, she is supposed to skinny dip in the pool in the Cloisters. After dipping, she is supposed to ring Taylor bell. So named because Katy Hepburn is supposedly the originator. There are no known occasions when Haverford exchangees have participated in this one.

CLASS DAY: On the last day of classes, another Step Sing. The Seniors relinquish their place on Taylor steps to the Juniors.



jan trembley



jan trembley

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hav/bmc section

guest policies

Short-term guests (week or less) are expected to pay for all meals taken at either College. A room charge for which the student host is liable will be assessed at Bryn Mawr for guests occupying rooms other than that of the student host. At Haverford, accomodation of a long-term guest not currently enrolled at either of the two Colleges may result in a student's loss of campus assignment without refund and/or billing for the full residence costs of the guest.

All guests are expected to comply with College regulations as well as the Honor Code. A joint Haverford/Bryn Mawr guest policy is being formulated by the Residence Committees on both campuses. Submit suggestions to Hall Vice-Presidents or Carol Blumenthal, Bryn Mawr or Rob Lyle, Haverford.

Guests in the Bryn Mawr Halls: You can receive guests at any hour, but dorm non-residents must be escorted at all times when outside the public rooms.

If you encounter someone who is unescorted in the halls, you are responsible for either escorting him to the public rooms, to the room of the person he is visiting or out of the hall.

VISITORS: A student can arrange rooms for visiting parents or friends in faculty homes and at Bryn Mawr. The Haverford faculty does not expect remuneration for this service, but students should observe the following suggestions: 1. The faculty host or hostess should be contacted as soon as possible. She should be given the name and home address of the guest and approximate time of arrival and departure. 2. The hostess should be kept informed of any change in plans. 3. Thank you notes are appreciated.

At Bryn Mawr, guest rates for Wyndam are:

single room and bath	\$12.00 per nite - including breakfast
double " " "	\$16.00 " " " "

student unions/recycling center

Haverford's Student Union (open: 7 a.m. - 1 p.m. coop open: 8 p.m. - 1 p.m.) offers ping pong, pool, late night eating and a place to lounge around between study breaks.

Bryn Mawr's College Inn (open: 7 a.m. - 11 p.m. weekdays; 7 a.m. - 12 p.m. weekends; grill: 9 a.m. - 10:30 p.m. weekdays; 9 a.m. - 11:30 p.m. weekends; 5 p.m. - 10:30 Sundays) offers a coffee house atmosphere and good food. Recreational facilities are located in the individual dorms (ping pong, TVs, etc.).

Ecology minded Haverford/Bryn Mawr students should take advantage of the Lower Merion Township Collection Center, open daily, on the Suburban Square parking lot in Ardmore.

The Center accepts newspapers tied in bundles (no magazines), and glass (rinse clean, labels may be left on, but no metal collars.)

security

HAVERFORD: DINING CENTER BASEMENT 642-3238; "Efforts are made to protect the security of residents' rooms and storage areas, but the College is not responsible for losses due to theft or other causes."---Student Handbook 1971

Security at Haverford, like another common college problem, might well be termed "In-Security." The Security force does make the rounds of the College, but responsibility for valuable property lies mainly with the student.

Report any strangers wandering through dorms or other buildings to Security immediately, and, if possible, try to persuade the persons to leave the campus.

Register serial numbers of all valuable property with the Security Office. They will be placed in sealed envelopes, and a record of them is invaluable in locating your property if its stolen.

Security has keys to all areas on campus - if you are locked out of your room, or need to get into a building, contact Security.

BRYN MAWR: MERION BASEMENT 525-0454; The prime purpose of Bryn Mawr's Security force is to patrol the campus and academic buildings and to be available for assistance to students on campus or within the halls.

In accordance with the wishes of students, security personnel do not come into the halls unless requested to do so.

Security guards do lock dorm doors at 10:30 p.m. weeknites and 12 midnite weekends, or by prior arrangement.

SECURITY TIPS; Lock all windows and doors when you leave your room; stereos have been known to disappear when students have ventured down the hall or to the adjacent suite for a half-hour.

Don't store anything valuable, like stereo equipment, in Haverford dorm basements or BMC rooms over the summer. It is a rare year that the Haverford dorm storage areas are not rifled or vandalized at least once during the summer, and BMC dorms are not immune from entry.

Avoid areas such as Duck Pond Lane, and any unlighted area of the campuses during the night. Numerous robberies have occurred in such areas.

Be especially careful of locking up all valuables on the weekends. Campus activities draw students to central points, making empty dorms easy prey for thieves.



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food services

Haverford's central Dining Center with its basement Student Union (see Student Union section) serves the entire campus, thus making it a social focal point on campus. Wander through the cafeteria line and pick a table. Unlimited seconds, a good selection and reasonable food are Center characteristics.

Professors may be proliferating in the Center this fall; the Students' Council is planning to initiate a system to pay for professor's meals when they dine with students.

Continental Breakfast: On Mondays through Saturdays, continental breakfast will be served from 9 until 9:30 a.m.

Private Dining Room Reservations. There are several small dining rooms which can be reserved for meetings and and private and College functions. They should not be used for classes or seminars.

These dining rooms may be reserved on 48 hours notice through the Dining Service Manager's office in the Dining Center. There is no charge for use of the room if the meal is to be served, and arrangements for the cost of the meal itself are to be worked out with the Manager.

If the diners are to carry their trays to the room, the rates for use of the room are:

Room	Capacity	Rate
Sharpless	8	\$5
Smith	20	\$5
Swarthmore	34	\$10
Bryn Mawr	100	\$15

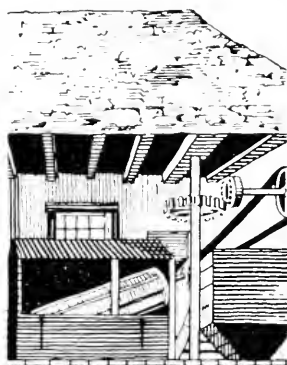
Special Diets. A vegetarian meal is available for those who notify the Dining Service Manager of their continuing interest in such meals. Other requests for special diets should be given to the Manager who will make whatever arrangements are possible.

Bryn Mawr has four regional Dining Centers: Denbigh, Rhoads, Erdman and Haffner. As at Haverford, the service is cafeteria style, but with dorm dining, there is more of a family atmosphere to meals.

Diets: No special diets can be arranged by the Food Service.

Coffee Hour: For those who miss breakfast, or need a morning pickup, coffee, tea and donuts are served 10:30-11:30 in the Main Reading Room of Thomas Library, Monday through Friday.

Wyndam also has a coffee hour twice daily for Seniors, Faculty, Alumnae and Guests. From 10 a.m. - 11 a.m. coffee and pastry are served at a minimal charge, from 3 p.m. to 4 p.m. coffee and cake are served at a fee of \$1.00.



Haverford Meal Hours. The Dining Center's regular meal hours are:

	Breakfast	Lunch	Dinner
WEEKDAYS	7:30-9 a.m.	11:30-1 p.m.	5-7 p.m.
SATURDAYS	7:30-9 a.m.	11:30-1 p.m.	5-6:30 p.m.
SUNDAYS	Brunch, 10 a.m.-1 p.m.		5-6:30 p.m.

Haverford Guest Meal Rates:

Breakfast.....	\$1.05
Lunch.....	\$1.30
Dinner.....	\$1.75

Bryn Mawr Meal Hours.

	Breakfast	Lunch	Dinner
WEEKDAYS	7:45-8:45 a.m.	11:30-1:30 p.m.	5:30-6:45 p.m.
SATURDAYS	8-9 a.m.	11:30-1:30 p.m.	5:30-6:45 p.m.
SUNDAYS	9-10 a.m. (Continental)	10-12:30 p.m. (Brunch)	5:30-6:45 p.m.

Bryn Mawr Guest Meal Rates:

Breakfast.....	\$1.00
Lunch.....	\$1.25
Dinner.....	\$1.50
Saturday Night and Special Dinners.....	\$1.75

SPECIAL DINNERS: The Dining Centers produce special dinners for major holidays (Thanksgiving, Christmas, Graduation), in addition to regular service. Picnics, weather permitting, are also an occasional feature.

campus mail

CAMPUS MAIL SERVICES: Mail service between the college is usually slow, sometimes taking three to four days. If you're in a hurry, it may be better to deliver it yourself.

If you do send mail to the other campus, remember: mail to Bryn Mawr must specify dorm or hall destination. Don't forget Haverford students living at Bryn Mawr have mailboxes on both campuses.

MAILBOXES: Currently Haverford's mailboxes are centrally located for all students in the Union, while Bryn Mawr student mailboxes are located in the individual dorms.

USE OF CAMPUS MAIL: Every now and then, members of the campus communities feel compelled to share some wise piece of writing or announcement of assumed importance with all the other members of the campus community. Students on both campuses are free to use their prolific prose abilities as long as each piece distributed bears the name of the individual responsible for the mailing, and the name of the sponsoring organization, if any.

It is expected that no member of the College communities will allow his name to be used to permit an off-campus commercial agency to distribute its advertising material through College mail services. The only exceptions are those student franchises granted by the Student Government Association or the Students' Council.

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This year social events on both campuses will be carefully scheduled to reduce conflicts, making them true bi-college affairs.

To insure the success of this expanded scheduling effort, be sure to contact the appropriate people well in advance of any nonacademic campus event that you wish to have scheduled. At Haverford, register your event with Janet Henry's office, 105 Founders, after consulting with the Social Committee. Application forms can be obtained from the Dean of Students' Office, 105 Founders or the Students' Council Office. Campus organizations should consult with the Social Committee as early in the semester as possible to schedule their events.

At Bryn Mawr, check with Betty Holliday in the Public Information Office after consulting the Social Committee to schedule an event. Bryn Mawr will also be issuing a printed WEEKLY CALENDAR which will include events of major interest on the Bryn Mawr and Haverford campuses during the upcoming week.

bookstores

The Haverford Bookstore is another congregating center on campus. It's a great place to browse around for books, records or whatever happens to catch your eye. The staff tries to add new books and current "things" each week to the usual selections, so drop in for a visit between 10 and 4, Mon - Fri.....there's sure to be something different on display.

Stock: The Bookstore carries, besides the standard textbooks, a good selection of paperbacks, most Modern Library editions, stationery, clocks, lamps, supplies, prints, and a variety of Haverford T shirts, parkas and other wearing apparel.

If you need a book or record not on the shelves, don't despair. The Bookstore can order any book or paperback in print, any record in the Schwann catalog....This isn't, however, the answer to Monday's term paper. It generally takes 3 weeks for delivery.

Accounts: If you're a Haverford student you can charge your purchases up to the \$150.00 account you have with the Bookstore. (a \$150.00 deposit must be made at the beginning of each academic year.)

If you live at Bryn Mawr, you will be able to charge your purchase to the Bryn Mawr payday during the first two weeks of each semester; after that it will be on a cash and carry basis.

The Bryn Mawr Bookstore, located in Thomas Library, is now run by an independent company. Paperbacks, texts and other course-related materials are sold. In addition, the Bookstore stocks such items as cigarettes, sweatshirts, posters and non-prescription medicine. The bookstore manager (Mrs Carolyn Katz) welcomes suggestions concerning new items or improvements in service which would better suit student needs.

Book lists by course are posted at the beginning of each semester. Changes can be made during the first three weeks. Individual book orders will be taken on both paper and hard bound books. No charge is made, though a deposit is required.

HALL BOOKSHOPS: (Usually open twice daily between 4 and 4:30 p.m. and 10 and 10:30 p.m.) These bookshops, located within the different halls, offer candy, an assortment of other snack style food, Tampax, razor blades and other supplies.

OWL BOOKSTORE: The Owl Bookstore carries used and rare books. The stock runs from 10¢ paperbacks to collector's items and includes records, journals and selected periodicals. The shelves are constantly replenished.



academic regulations

HAVERFORD GRADING SYSTEM

THE UNOFFICIAL TRANSCRIPT

Any of the grades described below may appear on a student's unofficial transcript which is sent to him and his adviser as well as to the Committee on Student Standing and Programs at the end of each semester.

1) While instructors will continue to give grades in the usual way, all numerical grades which appear on the official transcript will be translated as follows:

If the grade is:	What appears on the official transcript is:
90 and above	4.0
83 - 89	3.5
78 - 82	3.0
73 - 77	2.5
68 - 72	2.0
64 - 67	1.5
60 - 63	1.0
45 - 59	0.5
DR	DR (with a notation in the legend that it is averaged as 0.5)

This translation will be made on all grades released including those received prior to 1972-73. Semester and year averages based on all numerical and drop grades as they appear on the official transcript will be provided in the new notation. Bryn Mawr, Swarthmore and the University of Pennsylvania grades will appear on the transcript exactly as received from those institutions. We expect to include with the transcript of a Haverford student who has taken work at Bryn Mawr interpretative information provided by Bryn Mawr (grades for a Bryn Mawr student taking courses at Haverford will be transmitted to Bryn Mawr in exactly the same form as they would appear on a Haverford student's unofficial transcript).

The instructor in each course submits at the end of each semester for each student a numerical grade or, in some senior seminars, freshman English, and freshman seminars, a written evaluation ("Honors", "Pass", "Fail", may be used in the senior comprehensive course in the major department.)

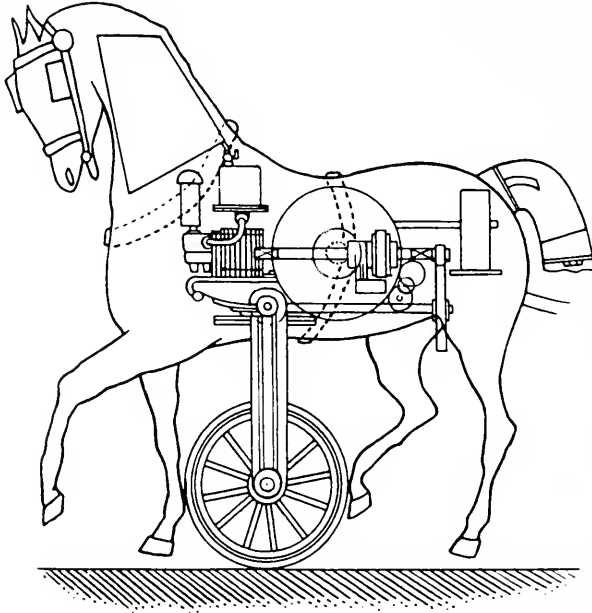
Upon request received from a graduate or professional school, we will furnish the conversion scale above.

We expect to furnish a frequency distribution of the grades received at the College during the preceding year, expressed in the new notation, with each official transcript.

2) Beginning with the first semester of 1972-73 all grades earned will be released, except that:

- a) Freshman seminar and freshman English written evaluations will not be released.
- b) Numerical grades received under the No Numerical Grade option will not be released.

This means that for the class of 1976 the grades of all four years will be released and for the class of 1975 the last three years' grades will be released.



By the faculty's action, the class of 1975 will decide, in consultation with the Educational Policy Committee, whether it wishes to make the full release of grades retroactive to the freshman year. The decision for full release or against it will be binding on all members of the class.

Similarly, the classes of 1973 and 1974 will decide whether they want their freshman and sophomore grades released.

- 3) The No Numerical Grade option will be extended to a student's first two years.

At the time of a change major in the sophomore year, the major adviser and the student may jointly authorize the changing of the NNG to a numerical grade in courses in the major.

- 4) During a student's last two years the NNG option will be extended to courses in the division of his major. With the permission of his major adviser (entered on his blue registration card and the NNG request form)

any student may take a course NNG in the division of his major provided the course is not offered for major credit.

5) In addition to the provision for a student to carry one credit a semester under the NNG option, a student in a regular program may apply the NNG option to credits carried in excess of four (provided that he is not behind schedule in total earned credits at the time.

If a student drops a course or is required by his instructor to drop it, the grade recorded is "DR" (drop) which counts as a failure. If a student is permitted to withdraw from a course by the associate dean for unusual reasons, including those beyond the student's control, such as illness, the grade recorded is "W" (withdrawal) which does not count as a failure.

THE OFFICIAL (EXTERNAL) TRANSCRIPT

What follows is a description of the information which has appeared on and with the official transcript sent outside the College in recent years, and a description of changes made in May, 1972 by the faculty. The following statement of policy on the release of student grades received during the first two years has been applicable to the current classes of 1973 - 75:

Grades received by students at Haverford College during their first two years are intended for internal use. The intention of the faculty is to recognize the first two years as a time prior to majoring, when students should be encouraged to do the maximum of experimentation in new areas where their interest may be high but their aptitude may be untested.

The official transcript records only whether a student dropped, failed or withdrew from a course. The absence of any notation is an indication that he passed.

The associate dean makes all decisions on any exceptions to this policy. The student's request is a necessary, but not always sufficient, condition for the release of grades.

Normally, grades for the first two years are released only to another college or university when the student is transferring during the first two years.

Courses taken in the first two years which are directly related to the student's intended study, may be released to graduate or to professional schools.

Grades are not provided for use by insurance companies.

Therefore the official transcript for the classes of 1973-75 did not show the grades for the first two years (with the exceptions noted) but did show all grades received during the last two years, except that each semester, a junior or senior could elect one credit outside the division of his major department

for which no grade would be recorded on the official transcript (although it would appear on his unofficial transcript) unless he failed, dropped or withdrew.

At its meeting on May 5, 1972 the faculty enacted a series of changes in Haverford's grading policy affecting the class of 1973 and those following. These changes apply only to the official transcript and take effect this fall.



BRYN MAWR GRADING SYSTEM

GRADES:

- A Work distinguished for its excellence.
- B Superior work, clearly above the average.
- C Average work.
- D Inferior work, below average, but credited towards the A.B. degree.
- F Failed, i.e., work so unsatisfactory that the student is refused permission to make up her deficiencies except by repeating the course and passing the examination. This she may do only with the consent of the instructor. The original grade stands in the student's record, whether or not the course is repeated.

CREDIT NO CREDIT

A student may elect at the time of registration to take one course a semester on a Credit No Credit basis. The instructor will not know the nature of the student's registration. All work for the course will be completed during the semester and the instructor will turn in a grade (A,B,C,D,F). This grade will

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not show on the student's transcript but will be recorded so that at a later date the grade may be activated if the student wishes. Work in the major must be so converted and courses fulfilling the language requirement must meet the Merit level (C).

Grades will be mailed to each student by the Recorder as soon as possible after the close of each semester. Instructors do not report grades to students except when examination papers are returned to the class for discussion.

DISTINCTIONS AND HONORS

Distinctions and Honors are awarded at commencement to students whose completed work for the A.B. degree has been of unusual excellence.

The A.B. Degree with distinctions is awarded:

cum laude

magna cum laude

summa cum laude

(The general average is based only on numerical grades received at Bryn Mawr Haverford and Swarthmore, and in approved courses of the University of Pennsylvania.)

The A.B. Degree with Honors in the Major Subject is awarded to the students whose general average is high and who have demonstrated unusual ability in their major subject and allied work completed for honors throughout the year. A candidate for Honors who completes the Honors program to the satisfaction of her Department and who receives a grade of at least B in the Conference for Seniors in her major subject will be awarded the A.B. degree with Honors.

Should a student complete her Honors work satisfactorily but fail to demonstrate sufficient excellence to qualify for the degree with Honors, she will be given course credit to be counted towards the degree.

HAVERFORD DEADLINES AND EXTENSIONS

All required work in a course is due at the time specified by the instructor but in no event later than the dates specified in the College calendar.

Papers in lieu of examinations (and laboratory notebooks) are due as scheduled by the instructor, but not later than 4:00 p.m. Monday, Dec. 18, 1972 and 4:00 p.m. May 8, 1973. All other papers are due by 4:00 p.m. Thursday, Dec. 14 and May 1, 1973.

Late papers or notebooks will be given one-half of the grade they would have received unless arrangements have been made in advance with the instructor in the course and the associate dean for an extension or an incomplete. (If such a paper represents the entire grade for a course the maximum grade for such a late paper is 60 or, in a course required for the major, 65. When the final grade in the course falls below passing, the grade "DR" may be substituted by the instructor.

Extensions and incompletes are granted only in cases of illness or where other extenuating circumstances of the most compelling nature are involved. An extension covers work to be submitted by December 29, 1972, in time for the

instructor to turn in a grade at the normal time. An incomplete covers work to be completed, at the latest Wednesday, January 10, 1973 or June 4, 1973.

A student who believes he is entitled to an extension or an incomplete should secure the appropriate form from the Recorder's Office and, if the instructor sees reason to approve his request, note on the form the work remaining to be done and the final date by which it is due. The form should then be submitted to the associate dean for approval.

In order for an extension or an incomplete to be recorded by the Recorder's Office, it will be necessary to follow procedures outlined above. Ad hoc arrangements or commitments contrary to the regulations outlined here and any



james king

arrangements to which the associate dean has not been a consenting party will not be honored.

Any course for which no grade is reported on time or for which an incomplete is reported without supporting formal documentation having been previously submitted will be recorded as a dropped (DR) course.

When an incomplete is granted a final date for completing the course must be specified. Failure to complete the course by the specified date will result in a grade of drop (DR).

Some students who are not able to complete a course within the semester and therefore receive a failing grade from the instructor (or a DR if he fails to submit a grade) have expressed a frustration, that, having gotten a good idea late in the semester, or just having found the best research data, etc., they are denied a chance to see it through to fulfillment.

There are two reasonable remedies for that situation. One is for the student to pursue the work because it is interesting and not to be concerned about or credit or grades. The other is to approach the same instructor with whom the failed course was taken and ask if he will sponsor the work during the next semester when it surely can be completed. This option describes things as they happened; the course was failed by non-completion in the first semester and

was passed in the second, and the student is able to pursue his interests.

Students are urged to read carefully those pages of the 1972-74 catalog which describe Haverford's curriculum and, in particular, its academic procedures expectations and flexibility program.

BRYN MAWR EXTENSIONS

The instructor in each course shall be responsible for setting the date, within each semester, when all written reports, essays, critical papers and laboratory reports are due. No such piece of written work may be handed in after that date without the specific permission of the instructor.

All essays and written reports in any course, except laboratory reports, shall be handed in to the instructor not later than the day before the first day of self-scheduled examinations in each semester, but if papers are substituted for examinations, they must be completed by the end of the examination period.

In special cases, with the permission of the instructor and the Dean (extension slips to be obtained from the Dean, taken to the instructor to be signed and returned to the Dean's Office), the period for handing in a piece of written work may be extended beyond the day before the first day of self-scheduled examinations, except that seniors in the second semester must complete all Honors work and hand in Honors papers not later than Monday of the last week



of classes, and must hand in all other written work at least twenty-four hours before the time at which senior grades are due in the Recorder's Office.

If an extension is granted beyond the time when all other grades are due in the Recorder's Office (one week after the last day of examinations), the instructor will turn in a grade of "incomplete." If the written work is not handed in by the original date set (when no extension has been granted) or by the extended date, the instructor shall fail the work not done in computing the grade for the course.

HAVERFORD SPECIAL ACADEMIC REGULATIONS

CONFLICTING COURSES

A student is not allowed to elect conflicting courses, except with the permission of the associate dean and the two instructors concerned.

AUDITED COURSES

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing and audited courses are not listed on the transcript.

COURSE CHANGES

Courses may be changed within the first two weeks of each semester. During that time students are free to make changes after consultation with their advisers.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the associate dean.

A student who has registered for more than four credits may drop the excess without penalty at any time before the end of the fourth week of classes, with the approval of his adviser and the associate dean.

BRYN MAWR SPECIAL ACADEMIC REGULATIONS

REQUIREMENTS FOR THE A.B. DEGREE

(For all general rules see the current catalog; included here are general suggestions and rules for special situations.)

Divisional Requirements: Students should plan to use divisional requirements for their own particular purposes rather than think of them as something they must "get out of the way" before they can follow their own interests. Each group provides a wide range of choice so that every student may select those courses which will enhance or support an already determined major interest, or she may use the required distribution to explore unfamiliar fields in order to increase her choice or help define her interests.

Language and Mathematics Requirements: Students should plan to meet these requirements as soon as possible since both will serve as tools or aids in most major fields. When the requirements are satisfied by examination, at least one must be passed off by the autumn language examination period of the

senior year.

A senior who receives a grade of "condition" in one language examination taken in the autumn may present herself at a special examination for seniors offered in January. A senior who receives a grade of "fail" in one of the autumn language examinations will not receive her degree for the following spring and may not present herself for re-examination until the following autumn. A senior who receives grades of "condition" in two of the autumn language examinations will not receive her degree the following spring but may present herself for re-examination in one language in the spring.

A student who has completed all work for the degree with the exception of the language requirement must complete the requirement within a five-year period if she wishes to receive the A.B. degree.

STANDARDS OF WORK

The Council of the Undergraduate College reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record will be brought to the attention of the Council (1) when she has incurred a failure following a previous failure, or (2) when her work has failed to meet (a) the general standards embodied in the Merit Law or (b) the specific standards in the major subject.

(a) The Merit Law:

A student must receive grades of C or above in at least one-half of her total number of courses while at Bryn Mawr. She may be excluded from College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below C at the close of her junior year.

(b) The Standard of Work in the Major Subject:

Every student working for an A.B. degree is expected to maintain an average of C or above in all courses in her major subject.

No student may choose as her major subject one in which she has received a grade below C or one in which her average is below C.

At the end of the junior year a student having a major subject average below C must change her major. If she has no satisfactory alternative major, she will be excluded from the College.

Any student receiving a grade below C in a second-year or advanced course in her major subject will be reported to the Council. A student whose numerical average in her major remains above C but whose work has deteriorated may be required to change to another major. She will in any case receive a warning from the Council.

The Council is composed of the Dean of the Undergraduate College as Chairman, the President, deans of classes and one faculty member from each department, who shall be chosen in such a manner as the Faculty of Arts and Sciences shall direct. A student whose record is brought before the Council will have consultation with her dean and will receive a letter embodying the recommendations

of the Council, a copy of which will be sent to her parents. The recommendations of the Council are designed to insure that the student's record will meet the required standards by the end of the following semester. In some instances, usually after repeated review of continuing unsatisfactory work, the Council may require a student to withdraw and present evidence of satisfactory work completed elsewhere before being readmitted. In extreme cases the Council may recommend exclusion.

ATTENDANCE

Regular attendance at classes is expected. Responsibility for attendance rests solely with each student. Each instructor will make clear his views concerning absences from class.

Work missed because of absences for health or other urgent reasons must be made up. After a brief absence the student should consult her instructor about making up any work missed. After a prolonged absence, the Dean must be consulted as well as the instructor. If it seems probable to the Dean that a student's work may be seriously handicapped by the length of her absence, she may be required to drop one or more courses.

EXAMINATIONS

An examination is required of all students in undergraduate courses with the following exceptions:

1. When the work of the course is satisfactorily tested by other means.
2. When the student has had an examination deferred.

A student may have an examination deferred because of illness or other emergency. In such a case, she must take the examination at the next Deferred Examination Period listed in the Calendar. If she fails to present herself at the proper time, she will be counted as having failed the examination and will receive a grade of F in the course. Under special circumstances the Dean may give a student permission to postpone her deferred examination until a later date.

3. When a senior is excused from course examinations.
Seniors shall be excused from mid-year and final examinations in all courses except (1) those meeting general requirements and (2) those in which the work is either unsatisfactory or can not be adequately tested in other ways (e.g., by a long paper, an oral examination, quizzes, the inclusion of questions on an examination given in evaluation of the Senior Conference (s).) But seniors who have received a major subject warning in the second semester of their junior year will usually be required to take the course examinations.

Quizzes

Announced quizzes, written tests of an hour or less, are given at intervals throughout most courses. The number of quizzes and their length is determined by the instructor. One or more unannounced quizzes may also be included in the work of any course.

If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged.

The weight given quiz grades in determining the final grade for the course is decided by each instructor.

CREDIT FOR WORK TAKEN ELSEWHERE:

Students who enter with Honor grades (4 or 5) in Advanced Placement tests in the appropriate subjects will be exempted from the corresponding requirement for the A.B. degree (the grade of 5 is required in English and History).

With the approval of the Dean and the department concerned, one or more Advanced Placement tests with Honor grades may be presented for credit. Students who enter with Honor grades in three or more Advanced Placement tests may apply for sophomore standing.

TRANSFER CREDIT

Students are admitted to Bryn Mawr on transfer from American and foreign colleges and universities approved by the College. To be eligible for admission, the transfer student must meet the conditions stated in the Calendar.

To qualify for the A.B. degree, she must complete at least two years of study at Bryn Mawr. After she has successfully completed a year's work, her credentials presented for transfer credit will be evaluated. Credit will be awarded for all work appropriate to the Bryn Mawr degree which does not duplicate work taken here or which has not already been counted to make up admissions deficiencies. When the transfer student's record includes work to be counted either as a required course or as part of the major subject, the approval of the department concerned must be obtained.

LEAVE OF ABSENCE AND INDEPENDENT YEAR AWAY

A student applying for a leave of absence to study at another institution should make arrangements in advance with her dean and her major department to make sure that her program will be acceptable for transfer credit. For such independent study at another institution, either foreign or domestic, the transfer of credits will be treated in the usual manner by the Committee on Transfer.

JUNIOR YEAR ABROAD

Students with excellent academic records who have given evidence of competence in the language of the country in which they intend to study may, with the approval of the Dean and their major department, take part in one of the regularly organized groups spending the junior year in Europe. Upon recommendation of the language departments concerned, students who spend the junior year abroad on such plans in France, Germany, Italy and Spain, etc. are automatically granted four units of course credit towards the A.B. degree.

GUEST SENIOR YEAR

A student, after consultation with her major department and her dean, may apply for a guest senior year at another institution in the following circumstances:

- a) if a program offered at another institution will provide her with an opportunity

SUMMER SCHOOL WORK

COOPERATION WITH NEIGHBORING INSTITUTIONS

[illegible]



haverford

THE CONCERNS PRINTED BELOW WERE ADOPTED IN A PLENARY SESSION, FEBRUARY 3, 1971. THE STANDARDS SECTION IS PART OF THE CONSTITUTION OF THE STUDENTS' ASSOCIATION. THE SPECIFIC CONCERNS ARE REVIEWED EACH YEAR AT THE BEGINNING OF THE SECOND SEMESTER.

ARTICLE VI. THE HONOR CODE

SECTION I. STANDARDS

Each student shall accept the Haverford Honor Code realizing that it is his responsibility to uphold the Honor Code and the attitude of personal and collective honor on which it is based.

One of the stated purposes of Haverford College is that we strive for a sense of community marked by a lasting concern of one person for another and by shared responsibilities for helping the community achieve its highest aims. The Honor Code, as the foundation of community life at Haverford College, is the demonstrated concern of people for each other. We here attempt to express in words the form that these concerns take, while asserting that any such statement has meaning for the community only as it forms a basis for subsequent action by individuals.

The goal of the Honor Code is to encourage individuals to develop responsible judgment capable of directing their conduct as active members of the community. The Code demands that every individual in the community be aware of his own standards of behavior in relation to the standards of others. Upon entering Haverford College, every student must sign the following pledge: "I hereby accept the Haverford Honor Code and the attitude of personal and collective honor on which it is based. " This attitude is manifested in confrontation, respect, concern and discretion.

In its broadest sense, confrontation is communication. A confrontation means subjecting one's beliefs and those of others to a new examination. It is not a unique or limited process; it is simply the dialogue which logically should occur between persons with different standards--an expression of concern and of the need to understand the standards of others. A confrontation is not an inquisition, but rather an exchange of values. The process of forming personal standards involves both interpersonal and personal confrontation. These standards then form the basis of community at Haverford College, and provide the necessary standards of community life.

Respect is the attitude necessary for confrontation to occur and entails the

honor code

recognition of other individuals as members of the community. Discretion is the manifestation of respect in one's interaction with others. The fact that an individual is morally at peace with his actions does not confer the right to impose their existence upon the sensitivities of others. The practice of respect and discretion is not an admission that one's own beliefs are wrong, but rather a recognition of and a concern for the community of which one is a part.

The Code emphasizes the dual necessity of personal freedom and community life. The individual is obligated to make decisions under the scrutiny of his conscience, to challenge and accept the challenge of others whose views differ from his own, and to modify those decisions if it becomes clear that they were made upon an unsatisfactory basis. It is imperative that the attitude of personal and collective honor not be limited by any rigid definition of the words used herein to describe it. The vagueness of these precepts raises many questions; but they are healthy questions which must be answered, not by external authority of others, but rather by the individual with the help of the concerned individuals who comprise the College community.

SECTION II. IMPLEMENTATION

1. A plenary session of the Students' Association shall be held during the first 3 weeks of the 2nd semester of each year to formulate a set of specific concerns to implement the standards of the Honor Code. These specific concerns shall help students determine the conduct which they must observe under the standards of the Honor Code set forth in Article VI, Section I. Though different Honor Code Councils may interpret specific matters pertaining to the Honor Code in different ways, only legislative action of a Plenary Session of the Students' Association can maintain or change the details of the specific concerns.

2. Each entering student shall, upon his agreement to enter Haverford College, sign the following pledge: "I hereby accept the Haverford Honor Code and the attitude of personal and collective honor on which it is based."

3. After each of his examinations, each student shall sign on his examination paper the following pledge: "I accept full responsibility under the Haverford Honor Code for my conduct on this examination."

SECTION III. REPORTING PROCEDURE

The student who believes that his actions may be in conflict with the

principles of responsibility and respect inherent in the Honor Code shall discuss the matter immediately with a member of the Honor Code Council. Should a student believe that the actions of another may be in conflict with the Honor Code, he shall discuss the matter immediately with the individual concerned. If after discussion either student finds said actions to be in possible conflict with the Honor Code, the student whose actions are in question shall bring the matter to a member of the Honor Code Council. If the matter cannot be resolved on this level, it then comes to the entire Council.

SPECIFIC CONCERNS

Arising from personal concerns, there are a number of questions that become specific community concerns. An opinion is voiced by the community in these particular areas and codified in the following sections.

A. ACADEMIC WORK

Each student shall be responsible for his proper conduct in all scholastic work.

During examinations: (1) No student shall give or receive aid. (2) No person shall act as an official proctor. (3) Students shall obey all restrictions which the professor may prescribe as to time, place, and material aids to be used.

In the preparation of papers: (1) A student shall never represent another person's ideas or scholarship as his own. He shall indicate his sources by using, where appropriate, quotation marks, footnotes, and a bibliography. (2) Professors may prescribe limitations on the sources to be used; waive any restrictions concerning crediting of sources. (3) Permission must be obtained in advance from all professors concerned if a paper is to be submitted for credit in more than one course.

In the preparation of written homework and laboratory reports: (1) Students may work together, provided that each member of the group understands the work being done. (2) All data must be reported by the student as observed in his experiment. (3) Professors may (a) waive any restrictions in #1 or #2 of this paragraph; (b) require that secondary sources consulted be credited.

Responsibility for observing special requirements: A student is responsible for observing any requirements which the professor announces under the option specified above.

B. SOCIAL RELATIONS

Each student shall be responsible for his proper conduct with respect to guests and the individuals comprising the Haverford College community. Any person aware of an act which fails to show proper respect is obligated to confront the individual involved. For example, students are expected to exercise good judgement as to a reasonable hour of departure of guests, taking into consideration the convenience of other students and any possible reflection on the reputation of the guest, the individual student, and the College. If confrontation does not resolve the conflict, the Reporting Procedure applies to this section.

C. DRUGS AND INTOXICANTS

Through the statement of policy regarding drugs and intoxicants, the Haverford

student body is trying to prevent the development of the many serious problems inherent in the drug phenomenon; a phenomenon present here and on many other campuses.

Intemperate use of mild drugs and intoxicants, and simple use of dangerous and powerful drugs, are acts which often have interfered with a student's primary roles at the College: disciplined involvement in scholarship and healthy personal development. There is ample evidence that individual students have been seriously hurt by drugs. The medical and psychological services are not intended for long-term treatment of students who become severely abnormal or impaired because of drug use or other causes.

The drug phenomenon also interferes with the maintenance of a free and healthy campus community. State laws make it illegal for minors to possess or consume alcoholic beverages. A variety of State and Federal laws prescribe severe penalties for the use or possession of dangerous drugs and narcotics. Marijuana is legally considered to be a narcotic.

The College assumes no responsibility for acting as an arm of the law. Neither will it knowingly interfere to protect students from law enforcement activities or their consequences. In the absence of parents, the College does assume an initial responsibility for assuring its students equal protection under the law.

The sometimes unduly severe sanctions of the larger society make many students fearful of openly (and lawfully) discussing drugs and drug-related issues. This is at a time when the issues and related personal beliefs all need full and open discussion.

Certain drug-related activities almost always violate the collective sense of respect for the welfare of the community, and for the rights and welfare of the individuals within it. Because of this, each member of the community is obliged personally to confront these queries:

1. Do my actions involve non-students in drug use or distribution either on or off campus?
2. Do my actions involve the use of addictive and/or especially dangerous drugs such as the opiates, heroin, amphetamines, barbiturates, or potent hallucinogens? Do they constitute abuse, by frequent use or excessive dosages, of potentially dangerous drugs such as cannabis or alcohol?
3. Am I facilitating in any way an unwise choice by another student to use drugs; a choice based on ignorance of the full legal and medical (and therefore academic) risks involved?
4. Am I party to, or aware of, any drug - related activity which exposes the College to the risks of outside intervention; an intervention which would threaten the development of the openness and trust necessary to curb drug abuse within our community?
5. Have I taken care to assure by forthright discussion that my drug-related activities are not offensive to others? That they have not jeopardized the rights of others?
6. If I have been offended or jeopardized by the drug-related activities of another student, have I made reasonable efforts to discuss my concern with him in a friendly and forthright manner?
7. Where the propriety of my drug-related actions, or those of another, is still in question after discussion, have I sought the counsel of other students,

the appropriate officers of the Students' Association, or the Administration?
The Reporting Procedure clause of the Honor Code applies to this section.

EXPLANATION OF THE TERM "QUERY"

Queries come out of Haverford's Quaker traditions and practices. A query challenges the community and individuals to examine their actions and attitudes. Specific queries arise out of the community's concern over problems which have led to conflict in the community and harm to individuals. Each Haverford student is obligated to confront personally the standards expressed in these queries.

ADMINISTRATION OF THE HONOR CODE

Any student brought before the Council for discussion of a possible breach of the standards of the Honor Code is considered individually. The Students' Association, in granting certain judicial powers to the Council, recognizes each person and each incident as having unique characteristics. Consequently, flexibility of evaluation in an Honor Code discussion is necessary if the rights and freedoms granted by the Honor Code are to be preserved and guaranteed.

The Honor Code Council has responsibility for maintaining the Honor Code and for responding to actions inconsistent with it. In situations involving the section on Drugs and Intoxicants, however, the First Vice-President and the Dean of Students are delegated initial responsibility. When any possible breach of responsible conduct which seems to require further action comes to the attention of the Honor Code Council, the representatives who comprise it shall discuss the relative seriousness of the matter and agree on how it best should be handled. Discussion with the student or students involved is often sufficient. If not, the problem comes to an Honor Code Jury of 12 students.

Disciplinary action which may limit a student's freedom, or even separate him from the College, is taken only when it is clear that discussion alone is not sufficient to resolve the difficulty and that action is called for to protect the community and the individuals who comprise it from serious damage.



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bmc honor code

FORWARD: We the members of the Undergraduate School of Bryn Mawr College demonstrate our trust in each individual's capacity for personal integrity by founding our student community on a system of self-governing academic and social honor. This honor system depends for its success on the continuing support of every member of the Association and demands that each person live with integrity and discretion in her own life and respect and concern for others within the larger cooperative community.

SOCIAL HONOR CODE

HALL PRESIDENTS: The Hall Presidents **not** only serve as representatives to the Executive Council, but also oversee the implementation of the Honor System at the hall level. They work to promote an understanding of and compliance with the principles and resolutions of the Honor System. In the event that individuals are unable to resolve their differences, the Hall President acts as a mediator between them. If the problem cannot be resolved, she refers it to the Honor Board.

The Hall President works with the Warden to promote the general well-being of the hall community and of the individuals within it. The Hall President is also responsible for administrative duties within the hall.

SOCIAL HONOR BOARD: An Honor Board, consisting of a Chairman, three additional permanent members and four rotating members, shall make decisions in an instance when members of the Association are unable to reach an agreement between themselves or with the help of the Hall President, concerning any social issue, and in instances where the student community as a whole is jeopardized by the actions of any individual members.

When a case comes up for consideration, the four rotating members, one from each class, will be chosen.

The junior elected each spring to the Honor Board will serve as counsel to any student appearing before the Board. The student's dean will consult with the student before the Board. An appeal from any decision may be taken to the President of the College.

Procedure for settling questions on the validity of academic work:

If a professor has any question as to the validity of authenticity of any student's

work, the professor must confer with the student. If the professor decides, after consultation with the student, that the initial judgment was incorrect, the case is dropped there. If there is any disagreement or if the student admits guilt, the student must report herself or himself to the senior member of the Board who will serve as counsel during the case. The senior member will then open the case.

During the deliberations of the Board, the professor and the student may represent their positions in written statements and may always speak before the Board. In the case of written statements, each party must have the opportunity to read the other's statement before it is presented to the Board. The student's dean will act as her or his advisor throughout the proceedings upon request, but will not vote on the Board.

Records of cases, both anonymous procedural records and specific records, will be kept in the Office of the President. The personal records of each student will be destroyed as the student graduates. The student chairman of the Honor Board and the senior faculty member of the board will act as co-chairmen. The Board makes all its decisions on the basis of consensus. Penalties may include cancellation of part or all of a course, together with suspension or exclusion from the College. The decisions of the Board concerning suspension or exclusion are automatically appealed to the President. All other decisions are binding unless appealed. The decision of the President is final.



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In its final decision the Honor Board may apply any sanction up to and including exclusion from the College. The Board's decision in cases where it recommends exclusion or suspension shall be presented to the President of the College for final action.

Under the Honor System all members of the Honor Board and students appearing before it shall be bound to confidentiality concerning names and incidents involved in the case. The community will be informed about the proceedings in a written statement excluding names and identifying details, to be made available at the conclusion of each case.

SOCIAL RESOLUTIONS: The social resolutions of this system represent guidelines for conduct in areas where a consensus of student opinion finds a need for community agreement on behavior, and may, therefore, at times restrict the maximum freedom for each individual. The social Honor System attempts, in reconciling the necessity of both personal and community responsibility, to create an atmosphere in which the greatest diversity of individuals can effectively interact.

Every guest on campus is bound to the Honor System resolutions while staying on the campus under penalty of having future visits restricted. Students are responsible for seeing that their guests are acquainted with the resolutions of the Association; the student, however, will not be penalized for the guest's failure to comply with the resolutions if she has informed her guest of them.

RESOLUTIONS

Quiet Hours: Quiet hours shall be determined in each hall by the residents. Their enforcement shall be the responsibility of the individual student, and, where necessary, of the Hall President.

Door Keeping:

1. Each hall will have the prerogative of locking its doors at any time from 10:30 p.m. to 12:30 a.m.
2. Students may obtain personal keys to the front door of the hall. There will be a fine for the loss of this key.
3. The Hall President may possess three keys to the hall. Any person wishing to obtain a key must:
 - a. Make her request before midnight.
 - b. Sign her key out, indicating its number.
 - c. See that it is returned to the Hall President on her return.There will be a fine for the loss of this key.

Smoking:

Smoking is not allowed in student's rooms except in Rhoads, Erdman and Haffner.

Smoking is allowed:

1. On all college grounds with the reservation that if at any time the beauty or neatness of the campus is destroyed, the Administration or the Executive Council may limit the smoking areas.
2. In the hall smoking rooms, libraries, showcases, balconies, and other places designated.
3. In Goodhart Hall, except in the auditorium, on the stage, or in the Music

Room.

4. In Taylor Hall only in the corridor near the drinking fountain.
5. In Thomas Library in the cloisters, the seminar rooms, the graduate lounge and the reading rooms.
6. In the Canaday Library in the snack room, the reading rooms, and study rooms.

INTOXICANTS AND DRUGS

Alcohol:

Members of the Association are reminded that the Pennsylvania state law prohibits possession, use, or purchase of any alcoholic beverages by persons under 21 years of age.

While student government authority does not assume the power to enforce the state law, each member must consider that she is personally liable for any violations of these provisions, on or off campus.

There should be no alcoholic beverages served at functions for which an unrestricted invitation has been extended. For other functions, it shall be the responsibility of the hall to determine in which of its public rooms alcohol may be served. An alternative non-alcoholic beverage must be provided whenever alcoholic beverages are served.

Since the serving of alcoholic beverages may increase the possibility of:

- a) offense to other members of the Association,
- b) destruction of property,
- c) smoking in prohibited areas,
- d) unescorted visitors in the residence halls,

students should be especially mindful of preventing their occurrence. A member of the Association may be held responsible for her involvement should any of these situations arise as a result either of her conduct or that of any non-Association member to whom she has made alcohol available.

Drugs:

All members of the Association are advised that state and federal law prohibit the medically unsupervised use, possession, distribution, and sale, or facilitation of sale, of narcotic and dangerous drugs. (The current state and federal laws concerning narcotic and dangerous drugs should be made known to members of the Association.) Bryn Mawr lies under the jurisdiction of the federal and local law enforcement agents and is in no way free from their intervention.

Each Bryn Mawr student must be aware of the possible physical, psychological, and legal consequences of drug activities. Such activities jeopardize not only the individual and those with whom she has contact, but also the entire community.

Because of these potential dangers to both the persons involved in drug activities, and to the entire community, the Honor Board will deal with any case of medically unsupervised use, distribution, manufacture, or possession which is reported to its officers. The Honor Board is especially concerned with the distribution of

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drugs because of the dangers resulting from

- 1) lack of knowledge of the content and/or dosage of the drug.
- 2) unawareness of the recipient's experience with drugs and her possible psychological reactions to their use.

The Honor Board is also especially concerned with anyone who has any involvement with medically unsupervised use of the addictive drugs, the opiates, potent hallucinogens, or barbituates.

Because the sale, or facilitation of the sale, of drugs endangers the community beyond the specific individuals aware of its occurrence by:

- a) placing the college community in jeopardy of legal intervention of local authorities by establishing links with non-community sources,
- b) rendering the college vulnerable to federal intervention which can result from interstate transactions,

the Honor Board will investigate every incident of sale or facilitation of sale of drugs which is officially reported to its officers by a member of the Association, or brought to its attention by any other source, and take action on those which threaten the wellbeing of the community.

Each incident will be handled individually by the Honor Board.

LIBRARY BOOKS

Use of reserve books is under the Honor System. Students should acquaint themselves with the regulations regarding the use of reserve books and remember their responsibility to abide by them.

Use of all library books is under library regulations and under the Honor System.

ACADEMIC HONOR SYSTEM

Each student is responsible for the integrity of her own academic work, thereby contributing to the maintenance of the overall standard of academic work at Bryn Mawr College. An Academic Honor Board composed of faculty and students assumes responsibility for the arbitration of infringements of the Academic Honor System. Each student is expected to be familiar with the academic resolutions and is trusted to carry them out at all times. Each student is not only responsible for her own conduct, but is urged to confront a student known to be involved or implicated in an infringement of these resolutions.

Academic Honor Board:

The permanent members of the Academic Honor Board shall be:

- | | |
|----------------|---|
| five students | a) the chairman of the Honor Board |
| | b) a freshman and a sophomore elected each spring to the Honor Board |
| | c) the sophomore and junior elected the previous spring who serve for a term of two years, the second year serving on the Academic Honor Board only. |
| faculty | d) three faculty members elected by the Undergraduate Council |
| administration | e) the Dean of the Undergraduate College. If the student under discussion is being advised by that dean, the Associate Dean of the Undergraduate College will sit in her place. |

Selection Procedure: All members of the Association are eligible for selection.

At the beginning of each semester, forty names, ten from each class, shall be chosen at random from the whole Association. After each case, an appropriate number of names will be drawn to maintain this quota. Any person drawn may decline to serve for that semester. In the event of such a declination, names will be drawn until the quota of ten from each class is filled. No member of the Association may serve on more than one case per academic year.

When a case comes up, two names will be drawn from each class group of ten, one member and one alternate.

Disqualification: Because all members of the Association are under the Honor System it is assumed that any declination or disqualification will be based on a valid reason. Therefore, no reason need be given. When presented with the case, a member may decline to serve for that case. The student whose case is before the board is then presented with the names of the proposed members of the Honor Board not more than twenty four hours before consideration of her case begins. If she wishes to disqualify any non-permanent member and/or request that a permanent member disqualify herself, she must do so at the time when the list is presented to her. If a member is disqualified, the name of the alternate from her class shall be presented to her. No more than nine people can be disqualified from each class, thus not exceeding the quota of ten per class.

PROCEDURE BY WHICH A PROBLEM MAY BE SETTLED

Hall: If a student is offended by the actions of another student or by the other student's lack of respect for the Honor System, she should confront her directly. The two students should attempt to settle the problem between them.

In the event that the problem cannot be settled this way, they should take it to the Hall President, who will try to help them reach an agreement. A student should also ask the Hall President to help her in confronting a student who refuses to listen to her, or whom she does not feel she can confront herself. The Hall President should try to encourage a discussion between them, but should be willing to intervene if this does not occur. A permanent member of the Honor Board may serve in place of the Hall President between people who live in different halls or who do not wish to take a particular problem to the Hall President.

Honor Board: If the Hall President cannot resolve a problem, she should refer it to the Honor Board. Where they feel that it is necessary, the permanent members of the Honor Board may conduct an investigation to clarify a problem before opening an Honor Board case. A case is opened if the Board feels that a community sanction may be needed to solve a problem.

During the Board's proceedings, the student may bring anyone whom she wishes to testify on her behalf. At the discretion of the Board, the student may be present for any portion of the testimony in her case. The student must always be confronted with all the evidence against her and be given an opportunity to refute it. Therefore, the student always speaks last. The Honor Board will reach its final decision by consensus.

The Executive Council, as representative of the whole Association, acts as a court of appeals.

EXAMINATIONS AND QUIZZES

Unless an instructor specifies other procedures, all examinations must be written in rooms designated for that purpose. Examinations shall be conducted without proctors in the examination rooms. However, one or more student proctors shall remain in each building to be called in case of emergency and to caution students against noise.



An examination period at mid years and at the end of the year is set in the academic calendar. Within these periods, students may schedule most of their examinations as they wish. Those examinations which may not be self-scheduled will be announced well in advance of each examination period. Students must follow carefully the rules governing the self-scheduling of examinations which will be distributed and discussed at appropriate times twice each year.

With a self-scheduled examination system, since there is no single time for taking any examination, IT IS OF UTMOST IMPORTANCE THAT STUDENTS DO NOT TALK ABOUT THE EXAMINATION IN ANY WAY WHATSOEVER UNTIL AFTER THE CLOSE OF THE ENTIRE EXAMINATION PERIOD.

There shall be no talking in the examination room and no talking in corridors of the buildings in which the examination rooms are located. On completion of an examination, students are requested to leave the building promptly and quietly.

Examinations will be written in the "blue books" or other paper provided by the College.

Students are urged to occupy alternate seats where space permits.

Students may not bring books and papers into the examination room.

Examinations, unless stated otherwise, will begin at ten minutes past the hour. When the time is up, students must stop writing immediately. Students completing the examination before the end of the examination period shall leave their "blue books" on the instructor's desk.

Quizzes scheduled by instructors are conducted in the same manner as examinations. Rules requiring no talking and the use of "blue books" and starting and stopping pertain. The instructor remains in the room if he wishes.

The same standard of integrity is expected of students in the case of "take home" or "open book" examinations. "Take home" examinations or quizzes are considered to start when the student opens the examination or quiz paper and end promptly when the amount of time specified by the instructor has elapsed. Unless stated, no help (from notes, books, or other students) may be used. Classroom regulations apply to "take home" examinations and quizzes unless otherwise specified.

OTHER ACADEMIC WORK

In reports and other written work, sources of information, of an idea or opinion not the student's own, must be clearly indicated; direct quotations must be acknowledged.

In laboratory work, each student, unless otherwise directed, is expected to make all necessary measurements, drawings, and so forth independently from her own observations of the material provided. All records, including numerical data for working out results, are to be used by the student independently and as initially recorded.

Collaboration among students in the preparation of written work may take place only to the extent approved by the instructor.

Any student who is uncertain as to the applicability of the above rules to any particular assignment should ask the instructor for more explicit directions.

REPORTING OF INFRINGEMENTS

1. The student shall report herself.
2. A student who has evidence that an infringement has occurred is strongly urged to accept the responsibility either of asking the student to report herself or of reporting her to the Board dealing with such cases.

3. Instructors will ask the student to report herself and unless informed that she has done so, should report her to the Board.

4. Should a student, during the mid-year and final examination period, inadvertently divulge any information whatsoever about the nature, length, or degree of difficulty of any examination, she must report herself at once to the Board and to the instructor concerned.

THE ADMINISTRATIVE BOARD

The Administrative Board shall consist of:

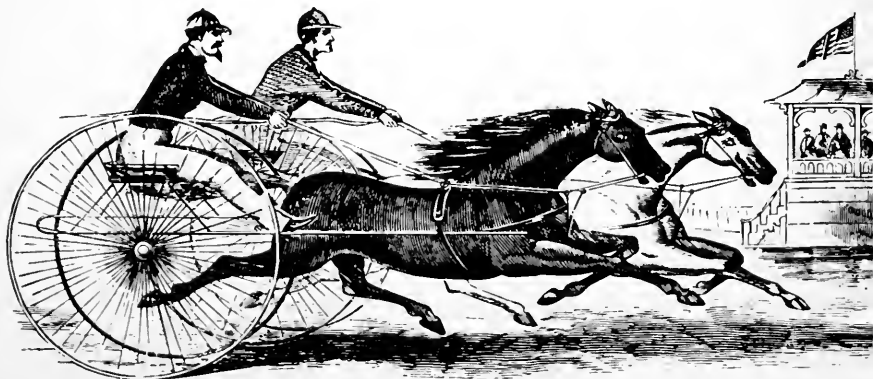
- a. The Dean of the Undergraduate College (or other appropriate member of the administration) and three members of the Faculty elected by the Council of the Undergraduate College.
- b. The five students elected to the Honor Board of the Bryn Mawr Students' Association for Self-Government.
- c. The senior faculty member on the Board and the chairman of the student Honor Board shall be co-chairmen.

All procedure for the handling of cases shall be decided upon by the Board.

Penalties may include cancellation of part or all of a course, or such cancellation together with suspension or exclusion from College. Recommendations for exclusion or suspension are made to the President who will then proceed at his own discretion, which may include further hearing. All other decisions made by the Board are binding unless appealed to the President. The President's decision is final.

N.B. All the foregoing Academic Rules and the provisions of the Academic Honor System apply to work at Bryn Mawr College. For courses taken at Haverford College and Swarthmore College, the rules and procedures of those institutions apply.

All students enrolled in Bryn Mawr courses are under the jurisdiction of the Bryn Mawr Honor Code.



bmc governance

The distinguishable levels of decision making at Bryn Mawr are five: student, student/faculty, faculty, Board of Directors and the Board of Trustees. A section on Bryn Mawr student governmental operations will appear in an October supplement.

STUDENT-FACULTY COMMITTEES: One such Committee, the ACADEMIC HONOR BOARD, is co-chaired by a student. Six students, three faculty, the dean representing the student in question (who does not vote), and the Dean of the College sit on the Board, whose function is to deal with academic problems. Decisions are reached by consensus; thus one person can "hang the decision." Last year's chairman felt that until last year, students had been intimidated by faculty presence. She also pointed out that neither the Board nor the student had recourse if a professor broke the Honor Code. At present, the faculty and administration do not subscribe to the social Honor Code.

Under the by-laws of the Faculty of Arts and Sciences there are two councils (Graduate and Undergraduate) and six standing committees: nominations, admissions, curriculum, graduate awards, undergraduate scholarships and the Bryn Mawr European Fellowship Award.

UNDERGRADUATE COUNCIL "shall have the sole authority to impose serious penalties for academic failures or deficiencies of undergraduate students." (IV, 3d, Plan). Its members are the President and Dean of the College, an associate of assistant dean of the Undergraduate College, other deans ex officio without vote, and one faculty member from each department elected by his department for a 5 year term. No students sit on the Council nor is the student under consideration present when her case comes up; she is represented by her dean.

NOMINATIONS COMMITTEE (three members, three year terms) presents to the faculty nominations for membership to all other committees and for the faculty representative to the the Seven College Conference. Additional nominations may be made from the floor of the faculty meeting.

GRADUATE AWARDS, UNDERGRADUATE SCHOLARSHIPS AND EUROPEAN FELLOW do not have student members. The **SCHOLARSHIP COMMITTEE** is composed of the President, Dean of the College, any associate or assistant dean and the scholarship officer ex officio without vote, and three faculty members.

However, students have been meeting with the Undergraduate Scholarship Committee and the committee hopes to present a petition to the faculty this fall allowing fuller student participation.

ADMISSIONS COMMITTEE has three student members with voting power. In addition, there are six faculty members (two year terms), the President, the Dean of the College, and the Director of Admissions. The faculty vote may override the student vote, but this has never happened. At the end of the entire proceeding for the year, the faculty ratifies the students' vote only to effect that they take responsibility for the actions of the committee.

The **FACULTY CURRICULUM COMMITTEE** is officially composed of the President, Dean of the College (chairman), an associate dean or assistant dean, other deans ex officio without vote, and six faculty elected for three year terms. (Mr. Wofford is usually not present) The committee reaches decisions by consensus. Theoretically, if there were a call for a faculty vote and/or student vote, the faculty vote would carry and be presented to the rest of the faculty at their meeting. But Miss

McPherson stresses that first, they would stay in meeting until consensus was reached, and second that she would present both votes to the faculty when the committee made its report. The chairman of the Student Curriculum Committee pointed out last year that the students have rejected faculty proposals, but the faculty seldom rejects student proposals.

FACULTY COMMITTEES: A minor diversion here will allow mention of the standing committees of the General Faculty. The General Faculty includes the President, the Dean of the Undergraduate College, the Dean of the Graduate School of Arts and Sciences, the Dean of the School of Social Work, associate and assistant deans, the Director of Admissions, the Director of Libraries and all officers of instruction holding positions of the rank of assistant professor and above and full-time lecturers who have been appointed by the President.



8
3
1. **APPOINTMENTS COMMITTEE:** five members, at least three professors and two may be associate professors with tenure; five year terms. The President must consult this committee before making any recommendations to the Board of Directors on promotions, reappointments or terminations of any officer of instruction. Before taking action, the committee shall consult with the department of the school concerned. Whenever possible, Appointments Committee shall be consulted on initial appointments.

2. **TERMINATION OF TENURE COMMITTEE:** two professors, one associate professor---excluding members of the Appointments Committee. If a tenured faculty member is notified of his early retirement or termination (a very rare occurrence), he may speak to this committee.

3. **NOMINATIONS COMMITTEE:** two senior faculty from the Nominating Committee of Arts and Sciences and a senior faculty member of the School of Social Work and

Social Research. This committee can nominate faculty to the Library, Faculty Housing, Awards and Grants Committees and to College Council, Press Conference and Resources Committee of the Board of Directors.

4. SUPERVISION OF THE PH.D. DEGREE: two members of the Graduate Council of Arts and Sciences, one member of the faculty of the School of Social Work and Social Research.

5. LIBRARY COMMITTEE: six faculty, two from departments with libraries, for five year terms and the Director of Libraries ex officio. They must consult with the President and then the Board of Directors.

6. LABORATORY COMMITTEE: One representative from each science department elected by the department to an indefinite term. Responsible directly to the President and the Board of Directors especially in matters of safety.

7. COMPUTER COMMITTEE: appointed by the President for the duration of the NSF grant. Presently composed of 15 faculty, 4 students (2 graduates) and the President and his assistant.

8. FACULTY HOUSING COMMITTEE: three members of the General Faculty with three year terms who consult with the President and at his request assign leases for "College housing."

9. AWARDS AND GRANTS COMMITTEE: Advises the President on junior faculty research awards, etc. The four members are chairman of the Appointments Committee and three tenured professors or associate professors, one from natural sciences, one from social sciences and one from humanities.

Special committees of the General Faculty, as well as of the Faculty of Arts and Sciences, may be established by each at their discretion. Members of special committees may be appointed by the President or nominated by the Nominating Committee for election by the faculty.

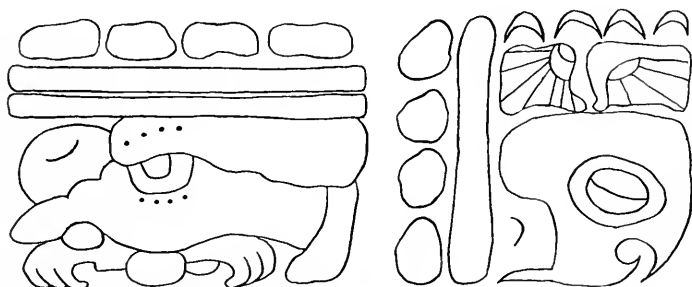
If we return to the level of student-faculty committees, we can trace the movement of proposals to the faculty meeting. At the meeting, the committee gives its report; proposals are voted on by the faculty. However, faculty by-laws state that no important measure, except by unanimous consent, shall be put to a vote at the meeting where it was first proposed. Importance is determined by the chair or by an affirmative vote (subject to quorum, which is majority of the voting faculty; decisions made by majority vote of those present and voting), on a motion, of one quarter of present and voting faculty members.

BOARD OF DIRECTORS/BOARD OF TRUSTEES: Decisions made in faculty meetings are legally subject to approval by the Board of Directors. In fact, everything which goes on at the College is subject to the approval of the Board of Trustees. The Directors number 25, 13 of whom are members of the Corporation (i.e. the Trustees). Trustees must be Quaker, otherwise there is little difference between the two Boards. The Board of Directors has as its unique province the management of all financial matters at the College. "(The Trustees)...may...impose upon the Board of Directors the duty...of establishing, altering, amending, and maintaining the rules and regulations of the College and providing for the admission of students, the election of officers, teachers, etc. and for all matters connected with the management of the College, reserving to themselves the powers to supervise and control the action of the Board of Directors in such matters." (Trustees' Charter, VII)

The President acts as a liason between the faculty and students and the Board of Directors. The secretary of each faculty reports to the Board the proceedings

of the faculty meetings. Presently, the Board has three faculty and four students sitting in an advisory capacity. They have no vote, but this is not to say that they are powerless. There is usually a feeling of consensus before a vote is taken. A student representative pointed out that she saw no power politics, and that she found the Board to be friendly and receptive to input. But it must be pointed out that the decision rests in the hands of the Board itself. Although the Board is willing to enfranchise the faculty representatives, the faculty has not wished to vote on the Board.

It is at this level of the Bryn Mawr power structure that it becomes difficult to determine the legal mechanisms by which decisions are made. The structure itself seems to leave enough "holes" so that, for example, the influence of the President of the College could sway the Board to vote in a certain way. This would make it possible for, let us say, the Dean of the College and the President to "outweigh" a department chairman by convincing the Board to say that there are insufficient funds for effecting a certain proposal. A great deal of the power seems to rest ultimately in individual hands. We must be able to trust them to represent the views of students and faculty to the Board of Directors. Student input usually travels through many channels in order to reach the Board and, in that process---from individuals to student committees to joint committees to faculty committees---that input can be watered down and distorted from the original. Students rarely bring any business to the attention of the Board directly through their representatives or through the Student Affairs Committee of the Board. Faculty input is safeguarded by the written report by the faculty secretaries to the Board. Anything not reported in writing by the secretary shall be brought before the Board by the President.





bryn mawr senior tree



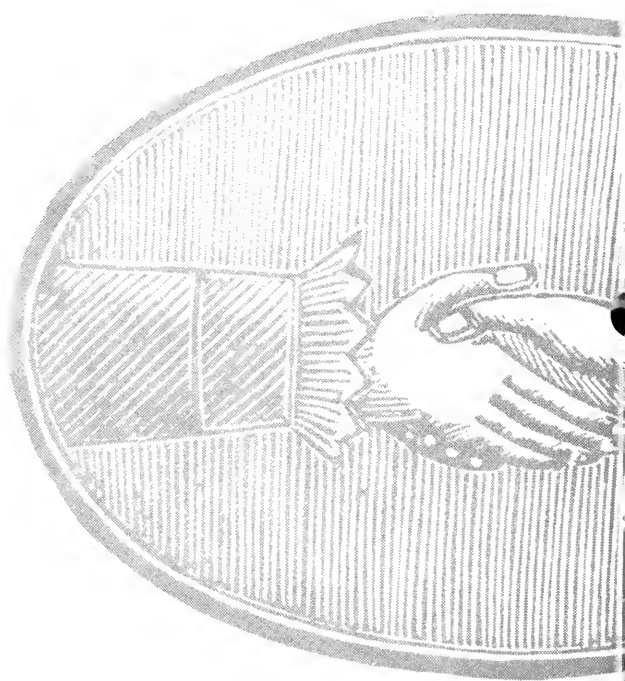
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Bryn Mawr Haverford





Contents

The Library Guide is designed as a research aid in locating materials and resources for papers. Its five sections should direct you to the maximum number of sources in the shortest possible time....

2 AVAILABLE SERVICES:

The Library Staffs have personnel available who may be able to suggest source materials for your paper, in addition to those listed in the Guide.

Also included in this section are Xerox information and library telephone service information.

3 RESEARCH METHOD:

The "Flow Chart" details an outline of how and where to begin your search of the Bryn Mawr/Haverford Libraries for source materials. It does not suggest all possibilities, but its use with the other four sections of the guide should provide you with basic resource material.

4 RESOURCES: LISTING OF DISCIPLINES:

A departmental listing of subject areas in which you may be doing research, with call numbers, locations of the collections both at Bryn Mawr and Haverford, and the best journal indexes.

GOVERNMENT DOCUMENTS: A summary of the Colleges' collections of Government Documents and their use.

AREA RESOURCES:

A description of the resource materials available in the Philadelphia area and how to explore those facilities.

11 INTERLIBRARY LOAN SERVICES:

As a result of the Research Flow, you may have assembled a bibliography of books and articles you need for your paper, but which are unavailable at either library. Consult this section for information on how those books and articles may be obtained.

12 UNIQUE RESOURCES:

Detailed descriptions of Haverford and Bryn Mawr special collections you may wish to consult are included in this section.

Available Services

What kind of personal attention can you expect to get with your library problems? The Library Staff as a group, including student workers, is ready to guide students in their use of the card catalog, indexes, bibliographies, and reference books, and to suggest and obtain material related to your work. You are more likely to find help during the regular working day - 9 to 5 weekdays. Haverford has professional help available evenings, Monday to Thursday until 10 p.m.

AT HAVERFORD:

(Mrs.) Joon Powell, at the Haverford Circulation Desk (Ext. 286) entertains all questions, and those she does not handle personally she will channel to the proper person to help you:

Humanities: David Fraser, Ext. 281; Else Goldberger, Ext. 281
Social Sciences: Shirley Stowe, Ext. 281
Natural Sciences: (Mrs.) Suzanne Newhall (Stokes), Ext. 269
Circulation: Edward Hughes, Ext. 286
Inter-Library Loan: (Mrs.) Bjorg Miehle, Ext. 286
Periodicals and Govt. Docs.: (Mrs.) Sylvia Schnaars, Ext. 286
Quaker Collection: (Mrs.) Barbara Curtis, Ext. 281

AT BRYN MAWR:

Reference (Humanities, Social Sciences): (Mrs.) Gertrude Reed, Ext. 304; (Mrs.) Zoe Bemis, Ext. 304
Natural Sciences: (Mrs.) Ethel Whetstone, Ext. 256
Circulation: Pamela Reilly, Head of Public Services, Ext. 303
Inter-Library Loan: (Mrs.) Ethel Jensen, Ext. 315
Periodicals & Govt. Docs.: Ask at Reference Desk, Ext. 304



Reference books and bibliographies, as well as periodical indexes and abstracts, are all on the main floor at both libraries.

Copying machines (5¢ a page) are available on floor A, opposite the Reserve Room at Bryn Mawr; in the card catalog area at Haverford.

Telephone services:

Bryn Mawr LA.5-1000
Ext. 304

Haverford MI.9-9600
Ext. 286
LA.5-1000, Ext. 317

If you don't find a book in the stacks, ask at the Circulation Desks.



Research Method

After determining a broad topic

- 1 Go to the glossary of topics (Subject Headings used in the Dictionary Catalogs of the Library of Congress).

Example:

Love (*Folk-lore, GR480; Love and religion, HQ61; Manners and customs, GT2600-2640; Philosophy, BD436; Psychology, BF575.L5*)

- sa Courtly love
- Courtship
- Friendship
- Marriage
- Yoga, Bhakti
- z Affection
- zx Conduct of life
- Courtly love
- Courtship
- Emotions
- Ethics
- Friendship

Record pertinent subject headings and their classification symbols. Verify our holdings by checking subject headings in card catalog.

- 2 Go to stack areas designated by the classification symbols obtained in Step 1. (See "Resources" section of this pamphlet). Examine contents and indexes of books in the classification.

- 3 Go to periodicals room. Follow subject headings obtained in Step 1 through relevant indexes (i.e. Social Sciences and Humanities Index; British Humanities Index; Monthly Catalog of Government Publications). Consult Katz's Magazines for Libraries for specialized indexes available.

- 4 Go to Reference section. Follow the same subject headings through general bibliographies (e.g., Bes-terman's World Bibliography

of Bibliographies; Biblio-graphic Index), special indexes (e.g., Essay and General Literature Index; Public Affairs Information Service Bulletin) and specific bibliographies.

- 5 Go to Catalog Room at Haverford (Reference section at Bryn Mawr). Consult the subject guides for additional materials (e.g., Library of Congress Catalog of Books: Subjects; Subject Guide to Books in Print).

- 6 Return to the card catalog. Get call numbers for books and periodicals identified in the searching above. Tie up loose ends of the search by consulting the card catalog under subject headings. If the books you seek are not in the catalog or on the shelves, inquire at the circulation desks.

If you are interested in seeing the kind of working-bibliography assembled as a result of one's following this process, consult the Librarians.

Resources

The collections at the two colleges are housed as follows:
AT BRYN MAWR:

Canaday is the main library, with the bulk of the collection, and its card catalog gives the holdings of all books on campus, as well as those at Haverford (hours: Mon.-Fri. 8 a.m. - 12 midnight, Sat. 8:30 - 6 p.m., Sun. 1 p.m. - 12 midnight).

The Art and Archaeology Library (AA), in the old Thomas Library Building (hours: Mon.-Fri. 8:30 - 12 midnight, Sat. 8:30 - 5 p.m., Sun. 2 p.m. - 12 midnight). The Science Complex buildings house four libraries: Math-Physics, Chemistry, Geology, and Biology (hours: Mon.-Fri. 9-5 p.m., Sat. 9-1 p.m.).

The Psychology Library is in Dalton Hall (hours: Mon.-Fri. 9-5 p.m., Sat. 9-1 p.m.). The Music collection is in Goodhart Hall (hours as posted).

AT HAVERFORD:

Magill is the main library, and its catalog includes the holdings of departmental libraries as well as some of Bryn Mawr's (hours: Mon.-Fri. 8:30-12 midnight, Sat. 8:30-6 p.m., Sun. 1 p.m.-12 midnight). Special libraries are as follows: Stokes Hall/Natural Sciences (hours: Mon.-Fri. 9-6 p.m., 7-12 midnight, Sat. 9-6 p.m., Sun. 1 p.m.-6 p.m., 7-12 midnight); Drinker Hall/Music (hours: to be posted at Drinker and in Main Library); Sharpless Hall/Biology (hours: Mon.-Sat. 8-11 p.m., Sun. 2-11 p.m.); Observatory/Astronomy (hours: by appointment).

The following listing of disciplines in which courses are offered at Haverford and Bryn Mawr contains for each discipline this information:

1. Call number for the discipline (Many books at Bryn Mawr are still classified by Dewey number).
 2. Library location at Bryn Mawr.
 3. Library location at Haverford.
 4. Specialized indexes to journals in the discipline.
- * A star indicates the library in which research may be most profitably begun. Where no indicator appears, undergraduates may obtain results using either library as a starting point, although BMC collections in support of graduate studies may be greater in depth than Haverford's.

A description of other collections in the Philadelphia area appears on page 11. Special collections unique to the individual libraries of Haverford and Bryn Mawr are described in detail at the end of this guide.

Discipline	Call Number	At Canaday
ANTHROPOLOGY	GN (Dewey 570)	Floor A (*)
ART (HISTORY)	N (Dewey 700)	Art and Archaeology Library(*)
ART (STUDIO)	N (Dewey 700)	Art and Archaeology Library
ASTRONOMY	QB/H	
BIOLOGY	QH-QR (Dewey 575)	Biology Library, Science Complex
BLACK STUDIES	E185	Floor 3, floor A
CELTIC STUDIES	D, PB	Floor 3 (*)
CHEMISTRY	QC (Dewey 540)	Chemistry Library, Science Complex
CLASSICAL & NEAR EASTERN ARCHAEOLOGY	C, D (Dewey 913)	Art and Archaeology Library(*)
CLASSICS	PA, CN (Dewey 870, 880)	Floor 3
ECONOMICS	HB-HJ (Dewey 330)	Floor A

At Magill

Journal Index

1st tier

Abstracts in Anthropology (BMC)

1st tier

Art Index (H-BMC)

Magill/Philips Wing (*)

Art Index (H-BMC)

Observatory (*)

SharplessBiological Abstracts (BMC),
Science Citation Index (H-BMC)
Index Medicus (BMC)

1st tier (*)

1st tierModern Language Association:
MLA international bibliography (H-BMC)

Stokes

Chemical Abstracts (H-BMC)

1st tier

British Archaeological
Abstracts (BMC)

4th tier (PA), 1st tier (CN)International Guide to
Classical Studies (H-BMC)

3rd & 4th tiers (*Government
Documents-Basement)Index of Economic Articles (H-
BMC), Poverty and Human
Resources Abstracts (BMC),
Monthly Catalog of U.S.
Government Publications
(H-BMC)

Discipline	Call Number
EDUCATION	L (Dewey 370)
ENGLISH	PN, PR, PS (Dewey 800, 810, 820)
FINE ARTS, <i>see</i> ART (STUDIO)	
FRENCH	PC, PQ (Dewey 440, 840)
GEOLOGY	QE (Dewey 550)
GERMAN	PD, PT (Dewey 430, 830)
GREEK, <i>see</i> CLASSICS	
GROWTH & STRUCTURE OF CITIES, <i>see</i> URBAN STUDIES	
HISTORY	C, D, E, F (Dewey 900)
HISTORY OF ART, <i>see</i> ART (HISTORY)	
HISTORY OF RELIGION, <i>see</i> RELIGION	
HISTORY OF SCIENCE, <i>see</i> SCIENCE (HISTORY)	
ITALIAN	PC, PQ (Dewey 450, 850)
LATIN, <i>see</i> CLASSICS	
LINGUISTICS	P (Dewey 400)
MATHEMATICS	QA (Dewey 510)
MUSIC	M
PHILOSOPHY	B-BJ
PHYSICS	QD (Dewey 530)
POLITICAL SCIENCE	J, K (Law) (Dewey 320)

At Canaday	At Magill	Journal Index
Floor A	4th tier	<u>Education Index (H-BMC)</u> , <u>Current Index to Journals in Education (BMC)</u> , <u>Child Development Abstracts & Bibliography (BMC)</u> , <u>Mental Retardation Abstracts (BMC)</u>
Floor 2	4th tier (PN), 2d tier (PR), 3d tier (PS) (*American)	<u>Abstracts of English Studies (H-BMC)</u> , <u>Essay and General Literature Index (H-BMC)</u> , <u>MLA Bibliography (H-BMC)</u>
Floor 2 (*)	4th tier	<u>MLA Bibliography (H-BMC)</u>
Geology Library, Science Complex (*)	5th tier	<u>Geological Society of America: Bibliography and Index of Geology (BMC)</u>
Floor 2	4th tier (*Austrian; English translation)	<u>MLA Bibliography (H-BMC)</u>
Floor 3	1st tier, Quaker - 2d tier	<u>Historical Abstracts (H-BMC)</u> , <u>Monthly Catalog of U.S. Government Publications (H-BMC)</u>
Floor 2 (*)	4th tier	<u>MLA Bibliography (H-BMC)</u>
Floor 3	4th tier	<u>MLA Bibliography (H-BMC)</u>
Math-Physics Library, Science Complex	Stokes	<u>Mathematical Reviews (H-BMC)</u>
Goodhart (*Musicology)	Drinker	<u>Repertoire International Literature musicale (H-BMC)</u>
Floor 3	1st tier	<u>Philosopher's Index (H-BMC)</u>
Math-Physics Library, Science Complex	Stokes	<u>Physics Abstracts (H-BMC)</u>
Floor A	4th tier	<u>Public Affairs Information Service (H-BMC)</u> , <u>ABC Pol Sci (H-BMC)</u> , <u>International Political Science Abstracts (H-BMC)</u> , <u>Poverty & Human Resources Abstracts (H-BMC)</u> , <u>Monthly Catalog of U.S. Government Publications (H-BMC)</u> , <u>Abstracts for Social Workers (BMC)</u>

Discipline	Call Number
PSYCHOLOGY	BF (Dewey 100)
RELIGION	BL-BX (Dewey 200)
RUSSIAN	PG (Dewey 490, 890)
SCIENCE (HISTORY)	Q125 (Dewey 500)
SOCIOLOGY	HM-HX (Dewey 300)
SPANISH	PC, PQ (Dewey 460, 860)
URBAN STUDIES	NA, H

At Canaday	At Magill	Journal Index
Floor 3, Dalton Hall (Physiological)	Basement	Psychological Abstracts (H-BMC), Mental Health Book Review Index (BMC)
Floor 3 (*Protestantism [Berkeley], Judaism)	Basement, 1st tier, 2d tier (*Mysticism, Quakerism)	Catholic Periodical & Literature Index (BMC), Index to Religious Periodical Literature (BMC)
Floor 2 (*)	4th tier	Modern Language Association: MLA International bibliography (H-BMC)
Floor B	5th tier (*Landmarks of Science)	
Floor A	4th tier	Crime & Delinquency Abstracts (BMC), Poverty & Human Resources Abstracts (H-BMC), Monthly Catalog of U.S. Government Publications (H-BMC)
Floor 2	4th tier	MLA Bibliography (H-BMC)
Floor B	1st & 3d tiers	Poverty & Human Resources Abstracts (H-BMC), Abstracts for Social Workers (BMC), Public Affairs Information Service (H-BMC), Monthly Catalog of U.S. Government Publications (H-BMC)

GOVERNMENT DOCUMENTS

Government Documents (U.N.; U.S.; State; Local) contain a wealth of source material. Haverford is a selective depository, with major holdings from the Bureau of the Census, the Department of Health, Education and Welfare, the Department of Labor, the Executive Office of the President and the State Department, as well as Hearings and Reports from the Congress. Bryn Mawr's Documents collection is currently building principally in the Social Sciences. Bryn Mawr is also a depository for the United States Geological Survey and has an unusually fine collection of maps published by the Survey for many years.

Most Government Documents are housed in separate collections and arranged by a special scheme. For assistance, ask Mrs. Bemis and Mrs. Reed at Bryn Mawr, or Mrs. Schnaars at Haverford. Most scientific

material received from the government at Bryn Mawr is cataloged and shelved in the Science complex.

AREA RESOURCES

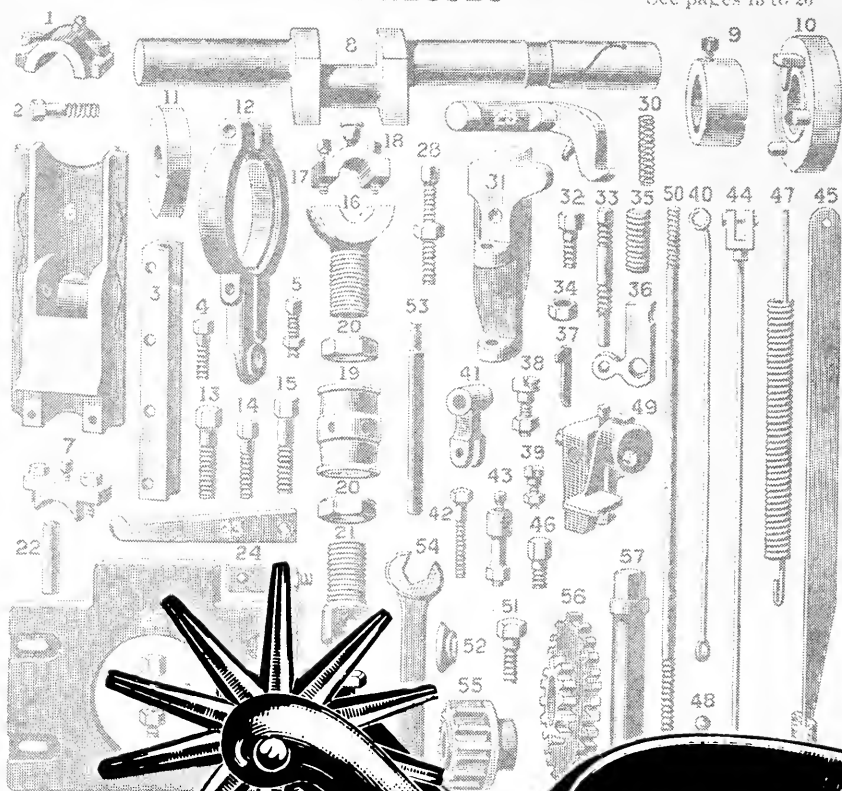
No other American city is quite like Philadelphia in its kinds of institutional collections. Though many of the city's libraries collect prime editions in Colonial History and Politics (Historical Society of Pennsylvania, Library Company of Philadelphia), others specialize in Science and Technology (American Philosophical Society Library, Franklin Institute Library). Literature (Atheneum, Rosenbach Foundation), Ethnic History (Balch Institute), Black Studies (Lincoln University Library, Temple [Urban Archives]), Judaism (Drapsie College Library), and History of Government (National Archives Office). The three largest collections in town are serviced by the University of Pennsylvania (2 million),

Temple University (1 million), and the Free Library of Philadelphia (2.5 million).

The Swarthmore College Library staff is particularly helpful to the undergraduate. Most other libraries in this area welcome the Bryn Mawr/Haverford student if he has advanced his research far enough to know what he wants and needs. This means that before thrusting yourself on another library you would be wise to consult not only the faculty but also the library's bibliographers and reference librarians. These people will usually be able to give you an introduction to both the contents and personnel of local institutions. Letters of introduction may be obtained at the Circulation Desks.

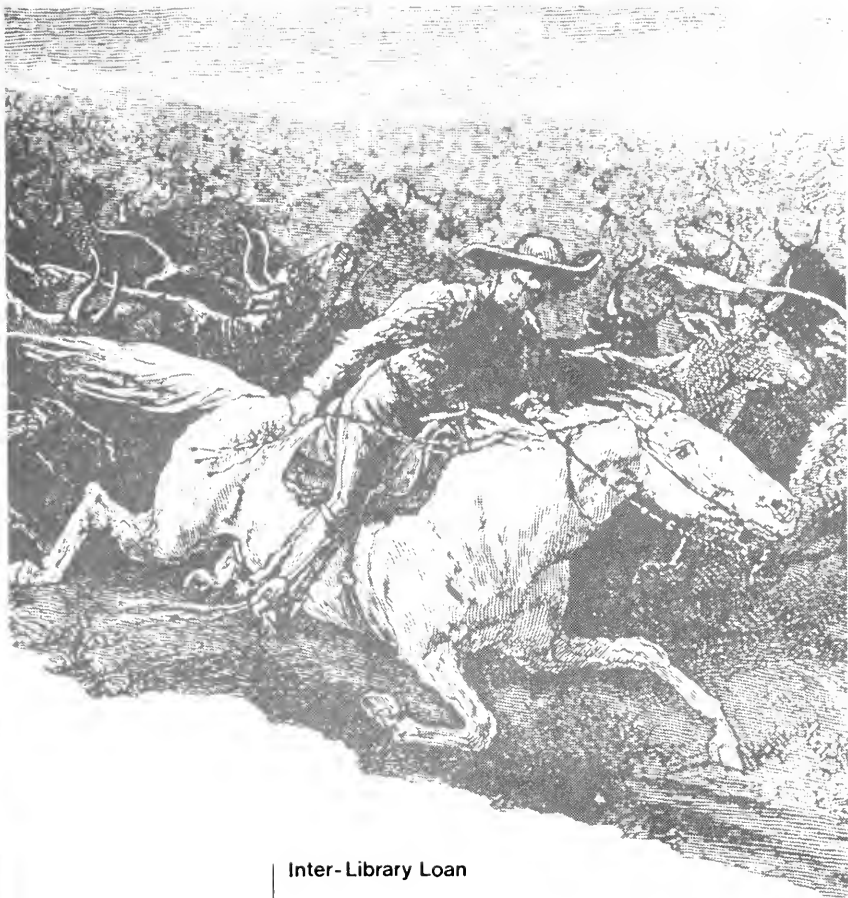
PARTS OF "BLISS" INCLINABLE POWER PRESSES

See pages 13 to 26



1. Cap for shaft.
2. Cap screws.
3. Gib for slide.
4. Gib screws.
5. Adj. screw with check nut for gibs.
6. Slide.
7. Slide cap and screws.
8. Shaft.
9. Bad collar.
10. Clutch collar.
11. Brake collar.
12. Brake—2 pieces.
13. Brake stud screw.
14. Brake screw, inside.
15. Brake screw, outside.
16. Strap.
17. Strap cap.
18. 2 screws for strap cap.
19. Sleeve nut.
20. 2 check nuts.
21. Wrist.
22. Wrist pin.
23. Knock-out lever.
24. Fulcrum for knock-out lever.
25. Fulcrum screw and nut.
26. Bolster plate.
27. Bolster bolt, nut and washer.
28. Adj. screw and nut for K. O. lever.
29. "Bliss" clutch.
30. Clutch spring.

31. Clutch bracket.
32. Spring for clutch bracket.
33. Spring for clutch bracket spring.
34. Clutch bracket pin.
35. Latch.
36. Key for latch.
37. Latch stud.
38. Latch connection and nut.
39. Latch connection.
40. Treadle adjustment.
41. Screw for treadle adjustment.
42. Stud screw, nut and washer for treadle adjustment.
43. Treadle rod and clip.
44. Treadle.
45. Treadle screw.
46. Treadle spring.
47. Eye screw for treadle spring.
48. Treadle lock.
49. Tie rod for legs.
50. Leg binder screws.
51. Washer for leg binder screw.
52. Starting bar.
53. Wrench.
54. Pinion for adj. Nos. 19, 20 & 21 Presses.
55. Pinion and gear for adj. No. 21 Press.
56. Shaft for adjusting pinion Nos. 19, 20 and 21 Presses.



Inter-Library Loan

Books not in the Bryn Mawr or Haverford libraries may be obtainable through Inter-Library Loan. While the national I.L.L. code prohibits borrowing for undergraduates, a network of local libraries cooperates in lending to one another, and undergraduates may avail themselves of this local service. A delivery truck operates among these 65 libraries three times weekly, and the Bryn Mawr-Haverford bus augments this service between the two campuses.

Ask for forms for these requests at the Haverford Circulation desk and the Bryn Mawr Reference desk. Requests should be verified in the National Union Catalog, and

the forms filled exactly as the information is given there. The I.L.L. or reference librarians will be glad to show you how to do this.

Libraries usually will not send journals, but will xerox articles at a cost to the student of about 15¢ a page.

For information on borrowing and use see Bjarg Miehle, Joan Powell, or Sue Newhall (Natural Sciences) at Haverford; Ethel Jensen at Bryn Mawr.

Unique Resources

"RARE BOOKS" at Bryn Mawr are a mark of the interest and affection of the College's Alumnae and its friends. The collection has grown almost wholly by gift. Even the Rare Book Room itself is an alumnae gift of the Class of 1912. In addition, our most substantial rare book fund is a gift of that same class.

Though the thousands of individual rare books are highlighted by individual treasures, such as Dürer's *La Grande Passion* and the second and fourth folios of Shakespeare (the gifts of Miss Caroline Newton, '14), the collection's uniqueness rests in the depth of research potential which it provides in selected subject areas. Foremost among these are the medieval manuscripts and late medieval printed books given by Howard L. Goodhart in memory of Marjorie Walter Goodhart; the Latin American



collection of Louise B. Dillingham, '16; the Asian and African collection of Katharine E. McBride, '25, supplemented by Margaret B. Feuer Plass, '17; and the collection on the arts of the book begun by the gift of Helen C. Annan Scribner, '91, furthered by the gift of David Moffat and recently strengthened to the point of distinction by the bequest of Ethelinda Schaefer Castle, '08.

Included in the Castle bequest is an important group of ornithological and botanical books covering the late 15th through the 20th centuries, strengthened by the collection of Conway Zirkle. Many are important for their illustrations, representing 5 centuries of artistic enterprise.

Though one could enumerate individual rarities or discuss the manuscripts which range from ancient clay tablets to the writings of contemporary authors, the Library's users might benefit most by more

detailed statements about the collections mentioned above. "The Medieval Library" encompasses the most important part of our manuscript collection, but even more significant for the purposes of medieval and renaissance studies are its INCUNABULA (books printed before 1501). The Library — or Bookery, as a late medieval Englishman would have put it — rests on the 930 volumes presented by Mr. Goodhart. These were added to a tiny nucleus already here. Mr. Goodhart's daughter, Phyllis Goodhart Gordan, '35, has since added to the collection and a fund established by Mrs. Gordan's late husband, John D. Gordan, has enabled it to grow. Mrs. Castle's recent bequest included seventeen incunabula. With 970 titles at the time of the

national census in 1964, Bryn Mawr's collection ranked eighth among American libraries generally and third among American universities.

The DILLINGHAM, MCBRIDE, and PLASS collections combine not only unusual strength in rare books in their respective fields, but also substantial supporting collections of more recent material. Miss Dillingham further strengthened her library with numerous volumes on the voyages of discovery. Though Miss McBride's collection includes material from all parts of Asia and Africa, its unique strength is in Indian studies and the early accounts of the East India Company.

Given its broad manuscript and rare book collections, the Library can readily illustrate the history and development of the "book." Among the book arts, the art of binding is modestly represented by distinguished examples of fifteenth and early sixteenth century bindings, fine French bindings of the late eighteenth and early nineteenth centuries and important English bindings of the late nineteenth century. The major presses, from fifteenth and sixteenth century Aldine imprints to the present, are variously represented with great strength recently added by Mrs. Castle's fine Kelmscott Press and Bruce Roger's printings.

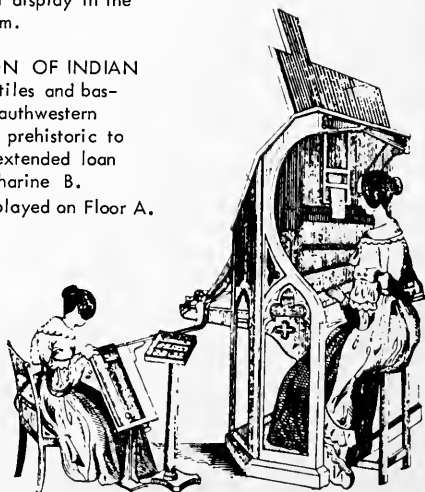
Also noteworthy are a number of extensive twentieth century author collections by Joseph Conrad, "H.D.", Robert Frost, John Galsworthy, W.H. Hudson, Henry James, Marianne Moore and others. Though primarily collections of first editions, each of these authors is further represented by manuscript material and supporting secondary works.

The greatness of the collection is not its size but the variety of comprehensive research opportunities which it presents. Since much of the material is uncataloged, interested users are encouraged to consult the Rare Book Librarian, (Mrs.) Mary Leahy.

BRYN MAWRIANA COLLECTION of college records, materials illustrative of college history, personal papers and publications of faculty and alumnae, photographs, clippings, memorabilia. Access through Public Services.

CANADAY COLLECTION OF PERUVIAN TEXTILES, pottery and silver dating roughly from A.D. 500 to 1250. Given to the college in 1967. A selection is on display in the Periodical Room.

A COLLECTION OF INDIAN POTTERY, textiles and basketry of the Southwestern United States, prehistoric to modern. On extended loan from Mrs. Katharine B. Twyeffort. Displayed on Floor A.



At Haverford

The QUAKER COLLECTION (2d tier) is housed in a suite of rooms adjacent to the Sharpless Gallery. The new Borton Wing includes the vault below the main floor and the Harvey Peace Research Room on the balcony. The Quaker Collection contains 25,000 volumes, the Rufus M. Jones Mysticism Collection, 100,000 manuscripts, a collection of microform materials with readers, and several significant special indexes. The printed volumes are all listed in the catalog of the main library. These works, combined with the resources of the manuscript collection, make this the finest collection of early Quaker writing in the United States. The Quaker Collection is constantly being expanded and updated in all areas, including contemporary Friends' organizations and religious thought. Use of facilities in the collection is open to qualified undergraduates. The

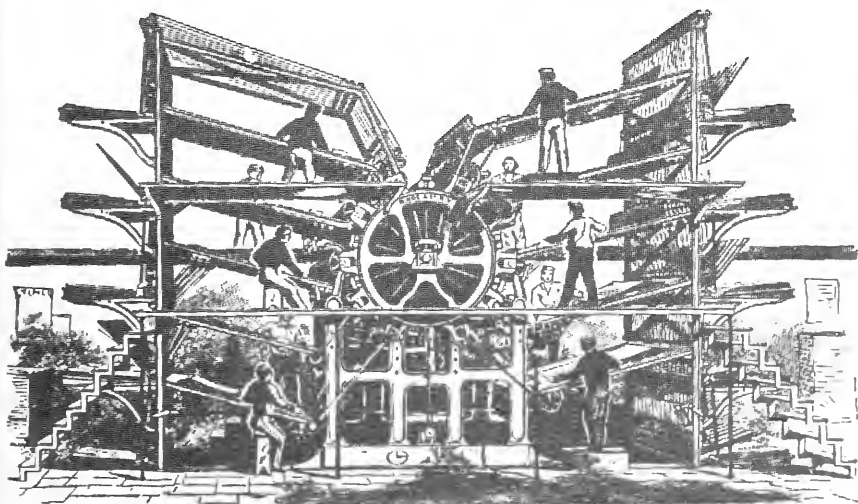
rooms are not available for use as a general study area, however. Hours are 9 to 5, Monday through Friday. Edwin B. Bronner, Curator/Barbara L. Curtis, Quaker bibliographer and Acting Curator, 1972-73.

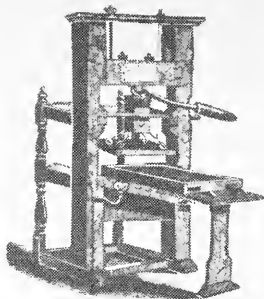
RUFUS M. JONES STUDY (2d tier, Philips Wing) is a replica of Rufus Jones' study, with some of his books and furniture.

In the WILLIAM PYLE PHILIPS RENAISSANCE COLLECTION is preserved a fair share of the greatest works of literature as they first appeared in print, either in their original language, or in English translation, from Homer and the Bible, through Dante and Shakespeare, to Newton and Swift, to name only the most famous. Creative in themselves, these books

are the begetters of creation in man's civilization. This representative collection ranks as one of the libraries of prime source material for the study of the Renaissance. But its chief purpose is to serve as an introduction to that study, a point of departure for more extensive research. Seen by appointment. David Fraser, bibliographer.

The LOCKWOOD COLLECTION OF ITALIAN HUMANISTS includes many scarce and some original editions of all the important humanists, from Petrarch to the middle of the 16th century. Lockwood's aim in forming this working-library was not directed primarily at collecting first editions but rather the best ones. David Fraser, bibliographer.





The **ROBERTS AUTOGRAPH LETTERS COLLECTION** was assembled by Charles Roberts, a graduate of Haverford in 1864, and for 40 years a member of the board of Managers. It began with a letter addressed to him personally by Abraham Lincoln while Roberts was a Haverford undergraduate. Since that time the collection has been enlarged and now contains 20,000 letters varying in date from ca. 1400 to the present. It includes a set of the Signers of the Declaration of Independence, letters of the Presidents of the United States, members of the Constitutional Convention of 1787, letters of officers of the American Revolution, and also large and valuable collections of letters of distinguished authors, composers, royalty, scientists, educators, and businessmen. The collection is serviced by the staff of the Quaker Collection. Mrs. Alice Whittelsey, manuscripts cataloger.

The **J. RENDEL HARRIS COLLECTION** is composed of 60 Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices purchased in Egypt, Palestine, and Lebanon. It was the donor's hope that this collection might furnish a stimulus to the study both of ancient documents in general, and of the Semitic languages in particular. Alice Whittelsey, manuscripts cataloger.

The **COLLINSON/FOTHERGILL LIBRARY** (2d tier, Philips Wing) is the name given to Haverford's collection of pre-nineteenth century imprints. A great number of books in the collection are primary sources, sources more profitably used in the pursuit of original research than in the composition of survey papers. This part of the Library is open only when there is an attendant on duty. These books, mostly eighteenth-century items, form a commemorative collection honoring two British Quaker scholars, Peter Collinson and John Fothergill, associates of Benjamin Franklin and patrons of American libraries.

The **HAVERFORDIANA COLLECTION** comprises the archival record of the College's history.

The **CHRISTOPHER MORLEY ALCOVE** (2d tier), at the east end of the building, serves as a browsing area and contains exhibits and collections of Christopher Morley's writings, as well as letters from his files.

The **C. C. MORRIS CRICKET LIBRARY AND COLLECTION** (2d tier, off the Philips Wing), named in honor of an internationally famous cricketer and a member of the Class of 1904, houses material illustrating the history of American cricket with special emphasis on the sport at Haverford College and in the Philadelphia area. This room is not open for general undergraduate use. Howard Comfort, president; Rotan Sargent, curator.

LANDMARKS OF SCIENCE is a microform collection of source materials in the history of science. It includes not only the scientific texts of more than 3000 scientists but also collateral material, controversial texts, commentaries, summaries, contemporary scholarly and popular texts, and reviews of the scientific knowledge of various periods. Housed in the Microforms Room (2d tier).

The **HIRES ROOM** (1st tier), named for Harrison Hires, Class of 1910, and Mrs. Hires, is an audio room where discs and tapes can be heard. This room is used primarily for listening to recordings of the spoken word. Edward Hughes, supervisor.

